



Central Methodist
UNIVERSITY

OCCUPATIONAL THERAPY ASSISTANT

STUDENT HANDBOOK

2017-2018



Division of Health Professions
Occupational Therapy Assistant Program
Student Handbook

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Welcome to the OTA Program!

The OTA Program faculty members welcome you to Central Methodist University's OTA Program! We congratulate you on your acceptance into the OTA Program at Central Methodist University and acknowledge that it is through hard work and diligence that you have achieved this goal. We commend you and we are pleased that you have decided to share our love of the Occupational Therapy profession.

As a student in the OTA program you have taken on a great and exciting challenge. Our goal is to offer you the education that will open doors for you to fill a vital role of service in your community. When you leave this program, you will enter a stimulating career in health care which will be both fun and demanding. You as a student and future clinician need to become aware of the expectations that will be placed upon you during your time in the program. The following handbook was created for your information about the policies, procedures and guidelines that anchor this program.

Prepare to be challenged and inspired! This course of study may challenge your previous experiences with education. You will begin this program as a student, but will leave with opportunities to practice as a qualified clinician. This places great responsibility on you as you embrace the core qualities of professional excellence, ethical leadership, and social responsibility that guide the OTA Program curriculum. These academic threads direct the development of qualities including a healthy therapeutic use of self, client-centered practice, life-long learning habits, professionalism, engagement and service. For that reason, the faculty of this program expect that you will hold yourself accountable and demonstrate commitment to the standards that will allow you meet those lofty goals. Professional dress, attitude, and sound communication skills, are essential attributes in building your future as an occupational therapy practitioner. It is an expectation that as you progress through the program exemplifying these characteristics will become instinctive.

It is also our hope that you will be an active participant in your experience. In-class participation is expected from each student. Your classmates can learn from you, and we encourage you to share your experiences. Your ability to successfully transfer information from the classroom to the clinic is a critical component of your learning. Mastering the ability to demonstrate applied knowledge is paramount to your successful completion of the program. If you find yourself having difficulty with course material or skill performance, use your resources to help you. Faculty, instructors, classmates and tutors can all be valuable.

In conjunction with your scholastic endeavors remember to enjoy the college atmosphere. You find yourself in a unique environment as you pursue a two-year degree nestled within a four-year university. We strongly encourage you to GET INVOLVED. CMU offers many clubs and organizations for you to become a part of. Develop friendships, have fun, make memories! Take the opportunity to become a leader in your campus community.

We, as instructors in this program, strive to facilitate and provide the best education possible to advance your knowledge and skills in serving persons with disabilities through the practice of occupational therapy. If you have any questions about the information in this handbook, do not hesitate to contact us. We are excited to have you as a part of this program. Together we will grow and change because of the experiences we will encounter. Embrace those changes to become better prepared for your future. We hope that you will enjoy your time in the program, and will find the experience rich and rewarding.

Go Eagles!!

Rebecca Fenton, MHA COTA/L

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I. GENERAL INFORMATION

UNIVERSITY POLICY

It is the responsibility of all students to know the rules, regulations, and deadlines published in the University Catalog, including the requirements for their courses of study. Students must assume final responsibility to register for the appropriate courses and to complete all degree requirements. Students are also responsible for knowing and adhering to all policies published in the College of Liberal Arts and Sciences University Student Handbook for the University and the Occupational Therapy Assistant Student Handbook. Registration in the College of Liberal Arts and Sciences confirms student's acceptance of these obligations. Student's degree requirements are generally governed by the catalog in effect when they initially enroll for a degree program so long as enrollment is continuous. However, rules and regulations stipulated in the student's CLAS catalog of record are superseded by the OTA Student Handbook as it reflects any additional accrediting requirements of the accrediting body.

The policies enclosed in this handbook are reviewed annually for consistency with University policy, ability to address program outcomes, and to identify areas of both strength and weakness. Policies specific to the OTA program will be reviewed and approved by the Division of Health Professions Chair, University Provost and/or administrative representative.

Students will be provided with a copy of this manual at the time of orientation to the program to ensure they are aware of the rights, responsibilities and privileges afforded based on affiliation with the program.

CENTRAL METHODIST UNIVERSITY MISSION STATEMENT

Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership and social responsibility.

VALUES

Central Methodist University affirms its Wesleyan heritage and its unique place as the only United Methodist-related University in Missouri. The location of its main campus in a small, historic, rural community provides an opportunity for students to live and learn in a safe setting. The university values its strong liberal arts tradition, providing a foundation for excellent professional programs. CMU and its outreach activities foster an environment in which a diverse student body can develop intellectually, socially, and spiritually. University life emphasizes honesty, integrity, civility, and a strong sense of personal responsibility as integral elements of character and leadership. Central Methodist University nurtures a spirit of community and caring among students, faculty, and staff.

CREED OF THE UNIVERSITY

The Central Methodist University community, consistent with its United Methodist heritage, strives for academic excellence, individual achievement, and social responsibility. As members of that community we believe in: Seeking knowledge, truth, and wisdom; valuing freedom, honesty, civility, and diversity; Living lives of service and leadership; Taking responsibility for ourselves and the communities in which we live.

OTA PROGRAM MISSION

The mission of the Occupational Therapy Assistant program is to prepare students to be competent, professional occupational therapy assistant practitioners. OTA graduates will be qualified in the technical knowledge and

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professional skills required to practice in healthcare's evolving environment, equipped with understanding, science, and evidence as they meet the occupational needs of society. This knowledge is acquired within a liberal arts experience, with a combination of didactic and clinical experiences that will foster the value of purpose driven by empathy and wisdom. Emphasis will be placed on honesty, integrity, civility and a strong sense of personal responsibility. Successful completion of this program will allow the student to sit for the NBCOT examination.

PROGRAM PHILOSOPHY

The Central Methodist University philosophy is built upon a strong foundation of academic excellence and community tradition. CMU defines its mission as: "Preparing students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership and social responsibility." This mission shapes the CMU philosophy that students deserve a nurturing environment, inspiring growth in knowledge, personal integrity, spirituality, and professional competence. CMU tradition reinforces the conviction that education should aim at high standards of student achievement based on a deep concern for what is best for the person. This philosophy fosters an environment that promotes the whole person, enabling a balanced integration of community involvement and educational goals within the context of a supportive setting.

At CMU we recognize that personal satisfaction is attained through more than activity. Self-actualization is, in fact, best attained by means of meaningful occupation. The CMU philosophy reflects that "all individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health and well-being across the lifespan" (Gupta et al., 2011). Understanding the innate need for meaningful occupation drives the CMU philosophy of learning to meet the student learner's need for meaningful experience. It is believed that humans learn through the process of adaptation, a combination of knowledge gathering and experience. At CMU we believe individuals learn best when their learning environment stimulates integration of existing knowledge and experience with new knowledge.

The philosophy of the occupational therapy profession recognizes that humans are complex beings with the unique capability to be intrinsically motivated, fueling the need and right of the individual. Occupational therapy education promotes the use of active engagement to build upon this capability. It is agreed that the occupational therapy student should be immersed in educational experiences that are both dynamic and collaborative as a means to foster the professional knowledge and skills that personify the occupational therapy practitioner. It is the mission of the OTA Program to provide an environment that allows students to acquire the knowledge necessary to support professional leadership and evidence-based practice within occupational therapy's domain of practice. Graduates of the occupational therapy assistant program will be lifelong learners who value the dignity of every person, becoming proud ambassadors within the occupational therapy professional community. Our program reflects the educational philosophy of the American Occupational Therapy Association (AOTA), specifically that meaningful use of occupation facilitates healthy lifestyles, promotes growth, supports survival and results in quality of life. In union with the CMU philosophy of academic and professional excellence coupled with social responsibility, the OTA Program believes that the most effective practice of occupational therapy is provided by individuals who embody a holistic approach to care, embracing the uniqueness and individuality of each person. We are proud that the philosophy of both the University and the OTA Program successfully align to support the foundational belief that humankind has a

common need for occupation and that we will collaboratively meet this service to both our students and future clients by providing a learning environment that stimulates knowledge growth and skills experience. We believe that the student must be fully engaged throughout the learning process and become self-aware and responsible for continued growth. Students are challenged to develop a sense of global citizenship and a commitment to the betterment of the world.

Students with a CMU education are prepared to meet the academic and character goals of honesty, integrity, personal responsibility, self-knowledge, service to others, professional competence, and leadership. Commitment to attaining these goals is supported by the OTA program's philosophy of learning, specifically the belief that humans are complex in nature. Humans are engaged in the dynamic processes of interaction with occupational, social, temporal, cultural, psychological, spiritual, and virtual environments. It is active engagement within these environments that humans evolve, change and adapt and are nurtured to learn. In conjunction with the AOTA's Commission on Education the occupational therapy education process emphasizes continuing critical inquiry in order that occupational therapy assistants be well prepared to function and thrive in the dynamic environments of a diverse and multicultural society, using the power of occupation as the primary method of evaluation, intervention, and health promotion. At CMU the learning environment for the OTA student will be a multi-sensory experience; lab experiences will be combined with lecture for all skill-building courses. Fieldwork experiences will be provided throughout the curriculum to provide hands on experience for real time practice applications under direct supervision.

CURRICULUM DESIGN

The Occupational Therapy Assistant Program is offered as an Associate of Science degree embedded within a liberal arts institution. The overall mission of the OTA program is to prepare students as confident entry-level practitioners, understanding the importance of both leadership and service in the communities they serve. In addition, the CMU OTA graduate desiring an advanced degree benefits from the unique opportunity to expand upon their OTA education by pursuing a planned advanced CMU Bachelor of Science degree in Health Sciences. The OTA curriculum at CMU includes a strong liberal arts groundwork providing opportunity to transition easily into the advanced coursework in health services leadership, a practical expansion built upon the intricacies of healthcare and healthcare delivery systems.

The OTA curriculum is designed as both a ladder and a model for progressive, lifelong professional learning. Students will learn foundational knowledge early in the program and will progressively build upon this knowledge base through evolving levels of professional coursework and integrative activities. OTA program coursework is 20 months in length and is composed of lecture, laboratory, collaborative experiences, community activity, and offsite fieldwork experience.

Our approach to curriculum design is driven by the profession's conceptual understandings about occupational performance and its emergence in roles across and throughout the lifespan. Evidence-based literature supports that participation in meaningful occupation results in the ongoing human pursuit for a sense of wellbeing and meaning. In addition, to understanding the development of humans and its impact on occupational choice and engagement, students will be able to articulate their roles as practitioners within the lifespan progression and as advocates of the occupational therapy profession. CMU graduates will exemplify the qualities of professional and social responsibility, excellence and leadership as their role of occupation and client-centered practitioner grows and is defined through the program. Further, CMU graduates will understand their role as change agents as they engage and inspire clients to reach wellness through occupations of meaning **Invalid source specified..**

In recognition of the profession's published philosophy regarding occupational performance, and our understanding that humans learn in diverse ways we have referenced multiple educational philosophical approaches to meet the learning needs of our students. As such, our curriculum design is presented within a fusion of old and new pedagogy. Features have been borrowed from Bloom's taxonomy levels of learning, the principle of constructivism theory and the progressions of learning as explained by Knowles principles of adult learning **Invalid source specified.** and self-determined learning as described by Hase and Kenyon (Hase & Kenyon, 2001).

Implementation of these philosophies within the design defines a predominant pattern of consistency. Conceptual threads that are woven through the curriculum with a devoted emphasis in each course include occupational beings across the lifespan, lifelong learning, professionalism, and client-centered practice. These threads directly link to core qualities defined with the Central Methodist University mission. These core qualities are integral pieces defining a holistic education:

- **Professional Excellence:**
Commitment to progressive, lifelong learning as individuals and professionals.
Agents of change; committed to advocacy, leadership, and service.
(ACH100 Introduction to OT, Practice Skills Integrated Skills I, II, & III)
- **Ethical Leadership:**
Examples of engagement client-centered practice, acts of service, therapeutic use of self with clients and within intra/inter-disciplinary teams.
(Health Sciences for the OTA: Ethics, Management and Leadership OTA3xx)
- **Social Responsibility:**
Values engaging in occupations/occupational performance to humans throughout the lifespan.
Client-centered practice.
(OT Fundamentals and Practice 1: Childhood and Adolescence OTA2xx, OT Fundamentals and Practice II: Adult Maturity OTA2xx, OT Practice Settings: Outpatient, Inpatient, and Community OTA3xx, Fieldwork Level I, II, III, & IV)

TEACHING PHILOSOPHY EXPLAINED

Bloom's taxonomy is a model to quantify learning outcomes in the cognitive, affective and psychomotor levels. The Bloom's taxonomy classification system guides educators through the teaching process. This model encourages the instructor to approach the learning process as more than a mere gathering of knowledge, it focuses on preparing the student to make a conscious effort during their learning process, fortifying the process of building appropriate clinical reasoning skills. The OTA program models this process by means of aligning the cognitive domain with the affective domain, specifically providing a foundation of knowledge incorporated into the student's total value structure. Finally, the OTA program incorporates a kinesthetic approach in addressing the psychomotor level of Bloom's taxonomy. Integrating activity into the domains of thinking and feeling (cognitive and affective) reinforces growth of knowledge. Curriculum has been designed to progress from foundational knowledge -> fundamentals of practice -> applied practice.

Constructivism theory reinforces that knowledge follows reality, or through observation and experience, knowledge emerges. This constructivism framework supports the learner taking an active role, linking old knowledge with new knowledge. The view of constructivism reinforces that educators go beyond lecturing as

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the primary delivery of knowledge, rather it encourages the use of reflective discussion of content and student engagement to promote problem solving and to shape decision making skills. The OTA program models this framework by capitalizing on the students' experience by guiding them in the knowledge process through reflection and active learning. In addition, the student learner will be encouraged to become the student teacher by means of group interaction. This method of learning encourages knowledge sharing, students are encouraged to share their personal experience to expand the knowledge of their group.

Combined models of learning support a natural advancement of student development. Aspects of andragogy and heutagogy are recognized as crucial in the development of the OTA clinician. Andragogy specifically relates to the theory of adult learning. Malcolm Knowles states that instruction for adults should focus more on the learning process and less on the content being taught, cultivation of knowledge. The principles of andragogy reinforce that adult learners need to understand the why of the content, benefit from correlating empirical knowledge to classroom instruction, approach learning as problem-solving opportunities and learn best when the topic is of immediate value. The OTA program has integrated Knowles understanding of the adult learner by appreciating that adults are internally motivated and self-directed, bring life experience to the learning environment, and are both goal and relevancy oriented in addition to practical. Heutagogy expands upon this philosophy by focusing on the teacher-student relationship, whereby greater responsibility is placed on the learner. This approach reinforces a humanistic theme; people can learn in a self-directed manner. Educators encourage an atmosphere of knowledge of sharing, stepping away from the traditional role of knowledge authority. Students must understand how to learn if they are to transition into the professional environment as a lifelong learner with the ability to remain skillful as a clinician. Integrating these philosophies of learning addresses the needs of both the millennial and traditional learner.

How it all works.....

In Semester-I of the program students are introduced to health issues and the impact of illness/diseases on occupational performance (OTA100). A foundational knowledge of muscle movement will be obtained, introductory concepts of neuroscience will be explored and the student will learn to think critically regarding intervention and creative strategies to facilitate client engagement. In Semester-II students will build upon concepts of illness and dysfunction through advanced coursework. Global understandings of disease, movement and occupation will be expanded upon as coursework is refined further into dedicated areas of specificity. Course materials will transition from introductory entry-level engagement to building the fundamental core abilities of analysis, problem-solving and cultivation of practice. Student knowledge will be further enhanced; narrowed into lifespan groups including childhood and adolescence (OTA104), adult development and later or older adult (OTA105). The holistic approach to occupational therapy will be further expanded upon with emphasis in mental health (OTA106) and physical dysfunction and rehabilitation (OTA107) coursework. In Semester-III the student embraces the advanced level of practitioner through functional execution of knowledge in various settings. Students will integrate and apply knowledge from year one into hands-on scenarios. Foundational and fundamental knowledge will now be applied through practice; practice in the healthcare community and through campus initiatives, incorporating both traditional and emerging practice opportunities. Students will learn how to incorporate refined aspects of leadership and management into their professional and personal lives. The courses OTA 109, 110, 111, and 112 will prepare the student for final fieldwork assignments.

Class time will be characterized by opportunities for students to explore, discuss, debate and test out ways to use new knowledge and skills. The instructor will have a primary role as facilitator, helping students learn the strategies needed to strengthen their learning skills and expand their repertoires of approaches to learning. Our

unique Practice Skills Integrated Lab (OTA103 OTA108 & OTA112) exemplifies the cohesive combination of these philosophies and is just one example in how learning needs will be addressed for our students.

Fieldwork experience is critical to practitioner development; hands on participation allows the OTA student to build confidence, learn therapeutic use of self, understand what it means to engage as part of a bigger team, develop professional skills that reinforce a healthy mix of both leadership and supporter qualities.

CURRICULUM COMPETENCIES

Course sequences evolve from introductory material to higher levels of content requiring critical thinking and problem solving capability on the part of the student. Progression through the program requires that students incorporate aspects from all courses in the format of an integrated lab. The integrated lab will be used as an assessment of student knowledge progression and to predict outcomes.

The OTA graduate will:

- Demonstrate qualities of leadership and social responsibility. These qualities will be apparent within the occupational therapy field, professional settings, and within community.
- Apply critical thinking and problem solving to the provision of occupational therapy services evidenced by successful completion of fieldwork practicums.
- Incorporate the principles of communication, advocacy and healthcare education into practice.
- Exhibit commitment to individual and professional growth as a lifelong learner.
- Demonstrate collaboration with other healthcare providers to promote the full human potential.

Assessment of Student Learning:

An assortment of strategies will be utilized to track the student's progression of understanding as they navigate from foundational ->fundamental->practice application coursework. Evaluation of student learning will encompass a range of strategies that reflect and align with the instructional approaches suggested by constructivist theory and adult learning theory. Implementation of multiple methods optimize each student's strengths and include a combination of instructor driven and student driven performance.

STUDENTS AND THE CENTENNIAL VISION

In 2017, both AOTA and the profession will turn 100. This is a time to celebrate our roots and consider how to advance occupational therapy into the 21st century. AOTA released the Centennial Vision as a roadmap to direct our profession. This vision is referenced and helped shape our curriculum philosophy. It is the expectation of the faculty that as a student progresses through the program, growth in these areas will occur as well. As is consistent with our mission, students will not only be proficient in clinical application, but also ethical and responsible leaders in their profession and communities.

"We envision that occupational therapy is a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs."

What is it?

The Centennial Vision creates a road map for the future of occupational therapy while commemorating our 100th anniversary in 2017. Since 2003, the development of the Centennial Vision has included strategic

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planning, ongoing research, and extensive profession-wide dialogue. Several thousand students, educators, occupational therapists and occupational therapy assistants participated in identifying important trends and change drivers, barriers to practice, and emerging practice areas relevant to occupational therapy services.

What does it mean?

Powerful: Building a strong educational foundation in order to hold leadership roles in health care delivery systems, to be active in policymaking, and to use technology in providing services.

Widely recognized: Communicating clearly the value of our profession and increasing demand for our services.

Science-driven: Engaging in research and blending science-based knowledge with occupation-based practice.

Evidence-based: Basing practice on the best evidence available and making the efficacy of occupational therapy public.

Globally connected and diverse workforce: Building a network of students, educators, practitioners, scientists, and entrepreneurs through AOTA membership which funds advocacy and marketing of our profession in order to link with other professionals locally and globally.

Occupational needs: Identifying what occupational needs are emerging, or are not being met, and how occupational therapy can fill the void.

(AOTA, n.d.)

TECHNICAL/ABILITY STANDARDS

As a member of the occupational therapy profession, the OTA may be required to function in a variety of healthcare settings. For this reason, the following list of technical and ability standards has been provided being mindful of the patient's right to safe and quality health care provided by both our students and our graduates.

Each student must demonstrate the ability to have and/or perform the following:

Motor: The student must demonstrate motor capabilities consistent with the performance of the duties associated with providing safe, relevant and effective occupational therapy intervention.

1. Coordination, balance, strength consistent with performing patient mobility tasks, transfers and positioning.
2. Ability to transfer self from sitting, crawling, kneeling position to standing position from floor
3. Able to reach freely to the floor and above head with adequate joint range of motion and muscle strength
4. Ability to lift, push, pull, and maneuver wheelchair, patients, patient equipment and related rehabilitation equipment on even and uneven terrain
5. Demonstrate adequate fine motor dexterity to program and use equipment required for occupational therapy intervention.

Sensory: The student must demonstrate the sensory ability to perform a patient examination obtaining information from the patient, patients chart, electronic medical records, family, and other health professionals.

1. Ability to read printed materials as seen in medical records and computer screens.

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2. Ability to read measurements and dials from various occupational therapy related equipment.
3. Ability to observe patient characteristics for completion of examination procedures.
4. Ability to hear and understand patient subjective history, and other communication in normal tones and volumes typical of an occupational therapy environment.
5. Hearing acuity adequate to utilize a stethoscope and collect relevant patient data.
6. Ability to hear and distinguish alarms, timers, and other environmental distractions.
7. Possess the ability to perceive pain, pressure, temperature, position, vibration, and movement to effectively assess a patient.

Communication: The student will be expected to communicate regularly with a wide variety of individuals. The ability to communicate effectively is critical to the student's success as an OTA.

1. Ability to read, write, comprehend and speak the English Language.
2. Ability to speak, hear, and observe patients for examination, data collection to allow safe and effective application of occupational therapy intervention.
3. Ability to perceive changes in patient mood or behavior presented verbally and nonverbally.
4. Ability to communicate with peers, patients, faculty and healthcare professionals effectively in writing and verbally.
5. Ability to express ideas, concerns, and interventions provided in both written and verbal contexts.
6. Ability to maintain a professional demeanor when faced with adversity or stressful working environment.

Critical Thinking: The student will be expected to make decisions in the clinical setting that will impact patient interventions and outcomes. It is of critical importance that the OTA be able to use sound problem solving and critical thinking skills.

1. Ability to interpret information from a patient chart to an appropriate patient intervention.
2. Ability to read and implement the Occupational Therapy plan of care.
3. Ability to recognize changes in patient status and modify interventions appropriately.
4. Demonstrate sound problem solving skills with regards to patient, faculty and staff interactions.
5. Ability to recognize professional limitations and need to consult with supervising Occupational Therapy.

PROGRAM SPECIFICS:

ESTIMATED: STUDENT EXPENSES - OTA PROGRAM					
Fall and Spring Semesters 2016-2017			Semester		Year
Tuition (12-18 hours)			\$ 11,180.00		\$ 22,360.00
Room and Board (average)			\$ 3,460.00		\$ 6,920.00
Discounts may be applied; the average scholarship for a student with a GPA of 3.0 is ~\$8,000 per year.					
Additional Costs (see below):					
Costs	Fall I	Spring I	Fall II	Spring II	Program Total
Texts and Exam Prep Materials *	\$485.22	\$ 503.00	\$185.00	\$ 130	\$ 1303.22
Name Tag	\$ 2.00				\$2.00
Liability insurance	\$25.00		\$25.00		\$50.00
Criminal Background Check	\$70.00				\$70.00
Drug Screen	\$45.00				\$45.00
Immunization Tracker	\$30.00				\$30.00
CPR (2-year certification)	\$45.00				\$45.00
Physical Examination**	\$123.00				\$123.00
Health Insurance***	-	-	-	-	-
CMU OTA Polo	\$21.00				\$21.00
CMU Black Cargo Scrub Pants	\$21.00				\$21.00
AOTA Student Membership	\$75.00		\$75.00		\$150.00
MOTA Student Membership		\$20.00			\$20.00
Total	891.22	523.00	260.00	130.00	1880.22
Post-Graduation:	Certification Exam (NBCOT)				\$515.00
	Licensure State of MO				\$30.00
Total Cost with Post Graduation Licensure Fees					\$2,425.22

* Estimated book costs for OTA technical courses only. Cost reflects purchase of **NEW** textbooks. Cost of text for general education courses will vary dependent on course and instructor.

** The cost of a physical exam is estimated at \$123.00 however this cost may be significantly less for insured students.

***If students do not have existing coverage the program can provide a contact to set up an individual policy.

Immunizations are required to be up to date. See student handbook for details. Cost of updating will vary greatly dependent upon student needs.

Additional items (strongly encouraged):

Wrist Watch with second hand

Flash Drive

TEXTBOOKS AND RELATED MATERIALS

Books and Materials by Semester		
Misc. Items	Large 3-Ring Binder	
	Insertable Dividers with Tabs	
	Flash Drive	
	Personal Gait Belt (suggested)	
	Personal Goniometer (suggested)	
	Wrist Watch with stopwatch feature	
SPRING Pre-OTA		
	Introduction to Occupational Therapy: ISBN-13: 9780323444484	\$ 45.50
	Ryan's Occupational Therapy Assistant: Principles, Practice Issues, and Techniques: ISBN: 9781556429620 (this text is referenced during entire program)	\$ 77.45
FALL I		
	AOTA Student Membership	\$ 75.00
	Medical terminology: a short course 7th Edition ISBN: 9781455758302	\$ 39.16
	Quick Reference to Occupational Therapy; ISBN: 9781455758302	\$ 74.68
	Ota's guide to documentation: writing soap notes ISBN-13: 978-1617110825 ISBN-10: 1617110825	\$ 62.00
	Conditions in Occupational Therapy ISBN: 9781496332219	\$ 66.51
	Atlas of Human Anatomy: Including Student Consult Interactive Ancillaries and Guides, 6e (Netter Basic Science) ISBN: 9781455704187 (suggested)	\$ 66.00
	Quick Reference Neuroscience for Rehabilitation Professionals: The Essential Neurologic Principles Underlying Rehabilitation Practice, Third Edition ISBN: 9781630911522	\$ 78.22
	Cyclopedic medical dictionary (indexed) ISBN: 978-0-8036-2977-6 (suggested)	\$ 46.75
	Occupation-Based Activity Analysis ISBN: 978-1-61711-967-5 (This text is used in Spring also)	\$ 66.00
	Crafts & creative media in therapy ISBN-13: 978-1556429767 ISBN-10: 1556429762	\$ 66.00
	OT Practice Framework: 9781569003619	\$ 43.00
	OTKE NBCOT Knowledge Match	\$ 9.99
	<i>Ryan's Occupational Therapy Assistant: Principles, Practice Issues, and Techniques (this text is used during entire program)</i>	-
SPRING I		
	Diagnostic and Statistical Manual of Mental Disorders, 5th Edition: DSM-5 5th Edition	\$ 50.00
	Physical Dysfunction Practice Skills for the OTA: 978-0-323-05909-1	\$ 57.64
	Pierson & Fairchild's Principles & Techniques of Patient Care:978-1-4557-0704-1	\$ 65.00
	Pediatric Skills for Occupational Therapy Assistants: 0323394299	\$ 70.76
	Pediatric occupational therapy handbook: A guide to diagnoses and evidence-based interventions: 0323053416	\$ 45.00

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	Mosby's Field Guide to Occupational Therapy for Physical Dysfunction: 9780323067676	\$ 109.00
	<i>Conditions in OT: 0323053416</i>	-
	Occupational Therapy with Elders: Strategies for the COTA ISBN: 9780323065054	\$ 60.53
	OTA's Guide to Writing SOAP Notes (this text is used during entire program)	\$ 65.00
	NBCOT Flash Cards	\$ 15.00
	Mental Health Concepts and Techniques for the Occupational Therapy Assistant: 9781496309624	\$ 55.78
	<i>Ryan's Occupational Therapy Assistant: Principles, Practice Issues, and Techniques (this text is used during entire program)</i>	-
	<i>Occupation-Based Activity Analysis ISBN: 978-1-61711-967-5</i>	-
	MOTA Membership	\$ 25.00
Fall II		
	AOTA Student Membership	\$ 75.00
	Management and Admin for the OTA: 9781630910655	\$ 53.65
	Winning Grants Step by Step: 9781118378342	\$ 25.00
	OTKE NBCOT Practice Exam	\$ 25.00
	Successful Occupational Therapy Fieldwork Student: 1-55642-562-7	\$ 35.00
	<i>Ryan's Occupational Therapy Assistant: Principles, Practice Issues, and Techniques (this text is used during entire program)</i>	-
Spring II		
	NBCOT Practice Exam	\$ 90.00
	NBCOT E-Study Guide	\$ 45.00
	Total	\$ 1,444.09

OTA CURRICULUM SEQUENCE

YEAR I	Pre-Occupational Therapy Assistant		
	PRE-OTA Fall - Semester I (18 Hours)		
	-	Wellness (Met in the OTA major area)	***
	-	Leadership (Met in the OTA major area)	***
	CMU101		1 hours
	MA103	Math/Algebra/Statistics (5-8 hours if taking MA099 and/or MA103I)	3 hours
	BI109	Human Anatomy and Physiology	5 hours
	PY101	General Psychology	3 hours
	AH100	Introduction to Occupational Therapy	2 hours
	AH324	OT Foundations: Kinesiology, Dynamics of Human Movement	4 hours
	Occupational Therapy Assistant Program - Formal Acceptance Required (68)		
	OTA Program SPRING - Semester II (16 Hours)		
	OTA100	Introduction to Health Issues and Occupational Performance	3 hours
	EN120	Freshman Writing: (6 hours if taking EN110 & EN111)	3 hours

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	OTA101	OT Foundations: Neuroscience Principles	2 hours
	OTA102	OT Foundations: Therapeutic Media and Design	3 hours
	OTA103	Practice Skills: Foundations Integrated	1 hours
	RL122	Religion	3 hours
	CMU102		1 hours
	OTA Program SUMMER - Semester III (6 Hours)		
	EN222	Literature	3 hours
	CT101	Oral Communications	3 hours
	YEAR II	OTA Program FALL - Semester IV (18 Hours)	
OTA104		OT Fundamentals and Practice I: Early Development	4 hours
OTA105		OT Fundamentals and Practice II: Adult Development	4 hours
OTA106		OT Fundamentals and Practice III: Interventions and Tools in Behavioral Health	4 hours
OTA107		OT Fundamentals and Practice IV: Physical Dysfunction and Rehabilitation	4 hours
OTA108		Practice Skills: Fundamentals Integrated	1 hours
OTA130		Level I, Fieldwork #1 (40 Hours)	1 hour
OTA Program SPRING - Semester V (15 Hours)			
PS101		Social Science with Constitution	3 hours
OTA109		OT Practice: Settings, Outpatient, Inpatient, and Community	4 hours
OTA110		OT Practice: Professional Skills and Transitions	4 hours
OTA111		OT Practice: Health Sciences for the OTA: Ethics, Management and Leadership	2 hours
OTA112		Practice Skills: OT Practice Integrated	1 hours
OTA131		Level I, Fieldwork #2 (2 Week)	1 hour
OTA Program SUMMER - Semester VI (13 Hours)			
OTA132		Level II, Fieldwork #3 (8 week)	6 hours
OTA133		Level II, Fieldwork #4 (8 week)	6 hours
OTA113		NBCOT Prep	1 hour

OTA COURSE DESCRIPTIONS

OTA Program Course Sequence and Descriptions for A.S.			
	Course Title	Credits	Semester Offered
1	Human Anatomy & Physiology Combined (Separate A&P accepted)	BI109	5-4-2 Fall
	Description: This is a one semester compact course in the subject of Anatomy and Physiology. Subject matter has been specifically chosen to integrate into the Occupational Therapy Assistant and Physical Therapy Assistant Program. This course includes both a lecture and laboratory component. This course focuses on Cells; Tissues; Metabolism; Senses; Electrolyte Balance; Growth & Development. This course also covers all of the systems including: Integumentary; Skeletal; Muscular, Nervous, Endocrine, Cardiovascular; Lymphatic (& Immune); Digestive; Respiratory; Urinary & reproductive. This course fulfills the general education core competency of "Curiosity" where students discover and analyze the functions of the human body.		
2	Introduction to Literature	EN222	3-3-0 ALL
	This course examines ways of understanding the meaning of character in human life through the study of literature. All sections will introduce students to fiction, poetry, and drama, but each section will be designed around each instructor's chosen theme-based readings or around a general introduction to literature.		
3	Introduction to Psychology	PY101	3-3-0 ALL
	Description: A survey of many factors that influence behavior and the techniques that psychologists use to study these factors. Major topics include heredity and physiology; development; learning and thinking; motivation and emotion; personality; and psychological adjustment, disorders, and treatment.		
4	Allied Health: Introduction to Occupational Therapy	AH100	3-2-2 Fall
	Description: This course provides the student with the foundational concepts of occupational therapy (OT), an overview of the occupational therapy process, an understanding of how theory relates to practice, delineation of roles for the OTA and basic SOAP note writing techniques. This course is intended to provide students interested in the OTA program of study with an essential introduction to the profession. This course includes interactive opportunities providing the student opportunity to obtain a feeling for the profession to determine if the practice of OT is the right professional fit.		
5	Public Speaking (CT101)	CT101	3-3-0 ALL
	Description: Students study the theory of speech communication to develop skills in public speaking situations. Topics include the speech communication process, ethics, listening, intercultural considerations, speech topic selection, and audience analysis, and research, use of evidence in a speech, speech organization, language usage, speech delivery, presentation aids, and the types of public speaking. Students present introductory, impromptu, commemorative, informative, and persuasive speeches as well as group presentations to improve their public speaking skills. Required of all students and must be taken during the first three semesters of enrollment at CMU.		
6	Composition	EN120	3-3-1 ALL
	Description: EN120 focuses students on learning to develop organizational patterns (narration, process, comparison, definition, cause & effect). Students will practice these patterns through writing several essays, including a research essay. Also the study of grammar, syntax, diction and their relationship to effective writing.		
7	Religion and Human Adventure	RL122	3-3-2 ALL
	RL122 is an introduction to the ways in which religion provides meaning and purpose for human life. The course includes a study of a variety of religious traditions, beliefs, and practices.		
8	American Government	PS101	3-3-3 ALL

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	Description: A study of the structure and functions of American national, state and local government. (Satisfactory completion of this course fulfills the Missouri state civics requirements.)		
9	College Algebra or (Elementary Statistics MA105)	MA103	3-3-4 ALL
	Description: A study of equations and inequalities, functions and graphs, and systems of equations and inequalities.		
10	Freshman Survival Skills 1	CMU101	1-1-0 Fall 1
	Description: A First-year orientation class designed to orient the student to university life and discuss adaptation and skills necessary for success at the university level.		
11	Freshman Survival Skills 2	CMU102	.5-.5-0 Spring 1
	Description: The second part of the university orientation class, designed to prepare students for success by focusing on more discipline specific issues.		
12	OT Foundations: Introduction to Health Issues & Occupational Performance	OTA100	4-2-3 Spring 1
	Description: This course provides the student with foundational knowledge regarding common conditions seen by the occupational therapist practitioner. Students will be exposed to the etiology and symptoms of physical and psychological clinical conditions experienced across the lifespan and how the use of occupational therapy services can impact the patient's ability to engage in occupations. Course content emphasizes the effects of trauma, disease, and congenital conditions on the biological, psychological, and social aspects of occupational behavior. Students will be introduced to the basics of medical terminology so that the student may build a working medical vocabulary as they explore occupations and disabilities.		
13	Kinesiology, Dynamics of Human Movement	AH324	4-4-0 Spring 1
	Description: Human Anatomy and Kinesiology. 4 hours. The study of human anatomy and movement principles as applied to sports and analysis of movement from the study of anatomical structures and mechanical principles of the human body. Prerequisite: BI109 Fall.		
14	OT Foundations: Neuroscience Principles	OTA101	2-2-1 Spring 1
	Description: This course is an introductory neuroscience course for the occupational therapy assistant. This class expands upon the students' knowledge base acquired in Anatomy and Physiology. Topics include principles of neuroscience at the cellular level, development of the nervous system, neuroscience at the system level, neuroscience at the regional level and support systems. Concepts of neurological development and functioning, motor learning, reflex development and integration and the impact of illness and disease related to neurological deficits are covered. This course will provide the foundation for later fundamental courses.		
15	OT Foundations: Therapeutic Media & Design (Practice Framework)	OTA102	4-2-3 Spring 1
	Description: The OT Practice Framework will be introduced. This course is designed to stimulate occupation-based, client-centered practice. This course addresses two areas; therapeutic media as an avenue of intervention and fundamental design as an avenue of adaptation. Various avenues of therapeutic media will be explored. Emphasis will be placed on awareness of activity demands, contexts, adapting, grading, and safe implementation of occupations or activities. Students will practice activity analysis, will have opportunity to improve communication and professional skills and will formulate critical thinking skills required to justify recommendations for interventions and adaptations. In addition, students will be introduced to fundamental design and construction and its use in adaptations for the client. Design in the areas of basic splinting, orthotics, prosthetics, assistive devices and mobility will be explored. The student will be introduced to the concept of evidence gathering, contributing to assessment and recommending appropriate interventions.		
16	Practice Skills Level 1: Foundations Integrated	OTA103	1-4 Spring 1
	Description: The integration skills lab is designed to allow the student to integrate concepts from all classes into one project or case study. This time may also be used for intra-professional and inter-professional group activity.		

17	OT Fundamentals & Practice I: Early Development	OTA104	4-2-3	Fall 1
	Description: This course provides the student with a fundamental knowledge for occupational therapy from birth through late adolescence. The course will explore the physical, perceptual, cognitive and psychosocial developmental stages. Exploration of unique areas of dysfunction that can affect the health and wellness of infants, children and adolescents will be explored. The material will cover evaluation and analysis, intervention, occupational therapy services, and the assistant's role within this population. Students will focus on the skills necessary to assist this specific population to return to relevant occupations. The parent, family, and caretaker relationship will be emphasized as crucial in the occupational therapy practice for the pediatric client.			
18	OT Fundamentals & Practice II: Adult Development	OTA105	4-2-3	Fall 1
	Description: This course provides the student with a fundamental knowledge for occupational therapy from early adulthood to death. The content introduces students to physical dysfunctions that affect this group and will focus on skills necessary for prevention, remediation, compensation, and techniques to improve participation in occupations across the lifespan. Normal and pathological conditions associated with aging will be reviewed; for example, orthopedic and neurological and other disabilities. The material will cover evaluation and analysis, interventions, occupational therapy services and settings, documentation and the role of the assistant.			
19	OT Fundamentals & Practice III: Interventions & Tools in Behavioral Health	OTA106	4-2-3	Fall 1
	Description: This course expands upon the historical foundational knowledge by focusing on psychosocial issues related to the practice of occupational therapy. Students will focus on skills targeted toward appropriate interventions strategies, integration of occupation and goal directed activity for patients diagnosed with mental illness. Within this course the student will expand upon group techniques as well as individual intervention. The material will cover evaluation and analysis, interventions, occupational therapy services and settings, documentation and the role of the assistant within the behavioral health domain.			
20	OT Fundamentals & Practice IV: Physical Dysfunction & Rehab	OTA107	4-2-3	Fall 1
	Description: This course explores the physical function required in order to promote successful occupational performance. The core of the content is designed to direct the assistant in the methods required to restore the client's ability to participate in personally selected and valued occupations. The content builds upon previous coursework, providing the student additional opportunity to practice data gathering, intervention strategies, use of adaptive equipment, techniques, and patient/client education. Topics will include theory and foundations in physical dysfunction practice, the perspective of the client with disabilities, therapeutic use of self, the occupational therapy process, documentation, competencies in appropriate evaluations, performance areas, special needs for the older adult population and greater depth into a variety of clinical conditions.			
21	Practice Skills Level 2: Fundamentals Integrated	OTA108	1-4	Fall 1
	Description: The integration skills lab is designed to allow the student to integrate concepts from all classes into one project or case study. This time may also be used for intra-professional and inter-professional group activity. Fieldwork I is incorporated into this integrated skills Lab.			
22	Fieldwork 1	OTA130	1-0-1	Fall 1
	Description: (1 Week) This course introduces the student to various clinical settings addressing mental health populations in an observational role. Level of interaction with the clinical population to be determined by the fieldwork supervisor. The student will be responsible for assignments as determined by the Academic Fieldwork Coordinator.			
23	OT Practice: Settings; Outpatient, Inpatient, & Community	OTA109	4-2-3	Spring 2
	Description: This course allows the student to integrate concepts from foundational courses (OTA 200, 201, 202, 203) and explore how interventional strategies may vary in different settings. Concepts discussed will include therapeutic use of self, coordination with supervising OTR and healthcare team, clinical judgment, evidence based			

	practice, educating the client and caregiver, use of community resources, appropriate documentation techniques and current healthcare environments within which the student will practice as an OTA.			
24	OT Practice: Professional Skills & Transitions	OTA110	4-2-3	Spring 2
	Description: This course will address the student's ability to articulate the role of occupation in the promotion of health and well-being to a variety of audiences (i.e. client, caregiver, clinical team members, and the community). The student will demonstrate knowledge of the role of the OTA in case management, care coordination, and discharge planning in a variety of environments. Evidence based intervention models including, but not limited to, adaptive environments, compensatory strategies, and the fabrication/application/fitting of orthotic devices will be discussed. Additional topics of discussion will include structures of reimbursement and documentation, effective documentation of need/rationale for services, advocacy within the profession, identification of personal responsibility re: professional development, abilities, and competencies in relation to job responsibilities.			
25	OT Practice: Health Sciences for the OTA	OTA111	3-2-1	Spring 2
	Description: This course will discuss the impact of contextual factors (socioeconomic, political, cultural, professional, and ecological) on occupational therapy practice. Students will identify strategies for conflict resolution regarding ethics in the personal and organizational realms. Students will also explore skills needed for the effective, ethical supervision of nonprofessional staff within the healthcare setting. Course discussion will include identification and documentation of quality improvements, understanding of regulatory and legislative systems that impact occupational therapy practice, as well as current policy issues and professional responsibility.			
26	Practice Skills Level 3: OT Practice Integrated	OTA112	1-4	Spring 2
	Description: The integration skills lab is designed to allow the student to integrate concepts from all classes into one project or case study. This time may also be used for intra-professional and inter-professional group activity. This integrated lab is the last of its series. The student will draw from all previous coursework and be equipped to select and provide appropriate interventions utilizing modalities and strategies (including occupation, exercise and purposeful activity) to enhance health and wellness as well as to improve performance in ADL, IADL, work, play, education, leisure, community and personal mobility, etc. Therapeutic use of self, documentation, activity analysis, intervention strategies, and use of modalities will be discussed and integrated in a simulation lab setting. The student will implement tools to identify the need for continued therapy, discontinuation of therapy, change in goals and the resulting collaboration with the OTR. Multiple modalities will be explored re: appropriate therapeutic use, implications for modalities, documentation to support use. Multiple assistive devices and technologies will be explored - the student will demonstrate knowledge re: principles, use, modifications, and justification of use.			
28	Fieldwork 2	OTA131	1-0-1	Spring 2
	Description: (2 Weeks) This course provides the student with further observational experience in a variety of clinical settings. Level of interaction with the clinical population to be determined by the fieldwork supervisor. The student will be responsible for assignments as determined by the Academic Fieldwork Coordinator.			
29	Fieldwork 3 (8 Week)	OTA132	8-0-6	Summer
	Description: This course provides the student opportunities in introductory-level clinical training within the equivalent of a full-time clinical practice under supervision. Focus of this fieldwork is on interactional skills and therapeutic use of observation in the clinical setting. OTA 132 and OTA 133 must be completed within 18 months from the date of completion of the academic portion of the program.			
30	Fieldwork 4 (8 week)	OTA133	8-0-6	Summer
	Description: This course provides the student further instruction and practice within a clinical setting. Clinical training is within the equivalent of a full-time clinical practice under supervision. Focus of this fieldwork is on interactional skills and therapeutic use of observation in the clinical setting. OTA 132 and OTA 133 must be completed within 18 months from the date of completion of the academic portion of the program.			
31	Credentialing & Licensure Preparation	OTA113	0-1	Summer

Description: Students will demonstrate understanding of the requirements for licensure, certification, and registration within state laws. They will also demonstrate understanding of the AOTA Code of Ethics and Ethics Standards as well as the Standards of Practice. These are to be used as a guide in ethical decision making regarding client intervention, interactions amongst professionals, and within the employment setting. (Online/Self Study)
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GRADING/PROGRAM PROGRESSION

Students must earn a 75% (C) in all OTA courses to pass the course and to remain in the OTA Program. OTA specific courses are only offered one time per year. Failure to pass the course with the required criteria will result in withdrawal from the program.

**** In addition you cannot pass a course with a lab if you do not pass the lab portion of the course. ****

Lab practical examinations will be given in OTA courses introducing technical skills. All lab practical examinations must be passed with a minimum of 75% (C). If a student is unsuccessful on the initial attempt remediation will be provided. The student must earn a minimum of 75% on the second attempt. 75% will be recorded as the score regardless of score achieved on second attempt. Failure to achieve the 75% required minimum score on the second attempt will result in failure of the course. This will result in withdrawal from the program.

Clinical performance will be evaluated using *Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student* © AOTA. Additional assignments will be required as noted in Clinical Education Syllabi. Clinical Grades will be recorded on a pass/fail basis, with consideration for the Fieldwork Performance Evaluation and assignment completion. Failure of a clinical will result in withdrawal from the program.

Students that are able to complete 88 credit hours and maintain a cumulative GPA of 2.75 or greater will be awarded an Associate of Science Degree-Occupational Therapy Assistant. Students will be eligible for application to sit for the National Board Certification Occupational Therapy Examination (NBCOT). **

WITHDRAWAL

Students are required to contact the course instructor and the OTA program director when a decision to withdrawal from a class has been made for academic or personal reasons. Students should be aware that withdrawal from a course included in the OTA program may result in an inability to progress through the program. Following discussion with the OTA program director the student will be referred to the Office of Student Development to complete the necessary procedure.

READMISSION

A student may be considered for readmission to the program if the student plans to reenter within one year of the withdrawal date. Students will then be considered on a case by case basis by the Program Director, Academic Fieldwork Coordinator, Division Chair and/or other academic faculty as needed. Any student wishing to be readmitted after one year from withdrawal from the program will be required to reapply and restart the program from the onset.

Students that fail the same course on two consecutive attempts or two or more individual courses in the program are not eligible for readmission to the program.

Resumption of the program following an approved medical withdrawal from the program requires a letter from the health care provider stating that the student does not have any restrictions limiting participation in lab, clinical or class. Please review the Student Technical/Ability Standards available in the OTA Student Handbook.

A student who has been away from the University longer than one semester must re-apply for admission to the University prior to application to the OTA program.

WITHDRAWAL FROM THE UNIVERSITY

If a student must withdraw from the university before the end of the year, the student is requested to notify their advisor and the OTA Program Director. The student is to state the reason for his/her withdrawal. This will then become a part of their primary or permanent record. An exit interview with the advisor is required.

Withdrawing without notification to necessary offices will result in grades for all courses in which you are enrolled being recorded as "F" on your permanent record.

CRITERIA FOR OTA PROGRAM PROBATION OR DISMISSAL

A student enrolled in the OTA Program who does not meet the following criteria will be placed on program probation or subject to dismissal:

- Violations of the attendance policy as outlined in the Student
- Failure to achieve benchmarks regarding professional behaviors
- Violations of program drug and alcohol policy
- Failure to meet the satisfactory academic progress established by program or university
- Violations of HIPAA, confidentiality policies
- Any violations compromising the safety, security or well-being of patients, peers, colleagues

Due to the number of program faculty and clinical education sites, it is necessary to limit the number of students accepted annually into the program to 15. If an OTA student is having any difficulty academically, they are encouraged to talk to the OTA Program faculty to seek guidance and assistance. Programs and services are in place to assist students including: CMU 101 and 102 introducing students to University faculty, services and available resources. Scheduled meetings with their assigned advisor at or before midterm each term to discuss academic progress. Tutoring and academic counseling are available through the Center for Teaching and Learning.

The AFWC in consultation with the OTA program faculty will assess each student's readiness prior to each clinical experience. A decision will be made at the time if a student is eligible for clinical placement or is not eligible for placement. The decision will be made based on but not limited to the following criteria:

- Skill competence demonstrated on skill check and practical exams
- Academic progress following program policy for progression
- Professional behavior progression and current status
- Completion of all documentation required by clinical sites and program
- Prior or current probationary status
- Prior clinical evaluations and clinical performance
- Progress in areas of deficiency from prior clinical evaluations

- Ability to perform in a safe manner consistently following all critical safety elements.

Safety in regards to patient care is a priority of this program. In order to ensure that the student will be able to perform in a safe manner that minimizes risk to the patient, self and others a series of critical safety elements were developed. These critical safety elements are required elements on skill checks and practical examinations include:

- Obtaining informed consent
- Obtaining two patient identifiers
- Environmental: Bed/Wheelchair brakes locked, bed in low position, side rails up, call light and personal items in reach.
- Using proper body mechanics
- Correct use of gait belt
- Correct use of PPE
- Handwashing/Foam before and after patient care

Student Signature: _____

STUDENT RETENTION

A priority for the OTA Program and CMU is to provide a secure and nurturing academic and social environment that will lead to each student's successful completion of the program. To aid in the development of this environment a series of strategies have been developed to encourage student participation and success.

- Students will participate in CMU 101 and 102 introducing students to University faculty, services and available resources.
- Student will be assigned an advisor upon being accepted into the program.
- Students will meet with their assigned advisor at or before midterm each term that the student is on campus. Current grades and attendance will be discussed.
- Students will remain in contact with the AFWC during each fieldwork rotation via telecommunications, email, myCMU, and/or on site.
- Student's advisors will communicate with general education course instructors to discuss any grade, attendance, or academic performance issues.
- Students will be referred to the appropriate campus service as deemed appropriate by the advisor. (i.e.: Center for Teaching and Learning)
- Students will be members of AOTA while enrolled in the OTA Program.
- Students will be members of the SOTA Club with opportunity to obtain leadership roles.
- Students will be encouraged to participate in campus activities, clubs and/or service organizations.
- Students receive daily emails regarding campus activities and opportunities.

OTA PROGRAM FACILITIES

OTA lecture and on campus laboratory courses will be held in the Thogmorton Center for Allied Health, Fayette Campus. Classrooms, laboratory space, computer labs and commons areas are all available for student use. Some unique features of our facility include simulation labs, simulated apartment for ADL performance and training, and video capable patient interview rooms. All on campus classes are scheduled Monday through

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Friday usually between the hours of 8:00 am and 5 pm. General education classes may be taken on campus or on-line when available. Open laboratory times will be made available for review of material. Off-campus laboratory experiences may include visiting local long term care facilities, durable medical equipment providers, or other therapy related experiences.

STUDENT RESOURCES

SMILEY LIBRARY

The library is housed in Cupples Hall and maintains both print and electronic collections. The library houses 42 student-use computers, scanners, copiers, and other instructional technology. Librarians are available for homework and research assistance and to answer any questions that might arise. Students or staff may check out materials with a valid CMU ID card. Most items circulate for 4 weeks, but time limits for some collections vary. Interlibrary loan services are also available in the event that an item cannot be found in the library or available data bases. Contact the library on-line or at the circulation desk for assistance.

TECHNOLOGY HELP DESK

The helpdesk is located in the lower level of Smiley Library. The hours of operation are Monday-Friday 8:00-5:00. Contact the Helpdesk via e-mail at helpdesk@centralmethodist.edu (best way) or call 248-6197 (x 56197 from campus phone).

COUNSELING SERVICES

The CMU counseling office provides professional mental health counseling services to CMU students. A short term problem solving approach is used to enable the development of healthy ways to cope with demands from college, relationships with family and friends, and personal issues that may affect life as a student. The office is located in room 206 of the Inman Student & Community Center and is open Monday -Thursday, 9:00AM-4:30PM and Fridays from 10:00AM-2:00PM. Appointments are not always necessary; 660-248-6274.

STUDENT HEALTH SERVICES

Student health service is provided by Central Methodist University through CMU Community Health Clinic and Family Health Inc. The CMU Community Clinic is staffed with a nurse practitioner. Routine physicals may be obtained free at the CMU Community Clinic. Any laboratory work and x-rays are billed to the student or parents at the regular fee. Emergency medical care for illness or injury to the student during the clinical experience will be provided by the clinical agency at the expense of the student. The nurse practitioner works in collaboration with the Physicians at Family Health, Inc., 600 Morrison, Fayette, MO. 65248. This service is available on the CMU campus to all CMU students.

CENTER FOR LEARNING & TEACHING

Provides resources to support academic courses including departmental tutors, study communities, professional tutoring in writing, mathematics, and study skills and academic support resources for students with diagnosed learning disabilities. The center is located on the lower level of Cupples Hall. Call 248-6287 (campus phone 54287).

FINANCIAL ASSISTANCE

The primary responsibility for financing a university education rests with the student and his/her family. Through its many resources and programs Central Methodist University offers a wide variety of financial

assistance and scholarship opportunities in order to assist each student and/or his/her family. The office of financial assistance can be reached at 248-6245 (campus phone 56245)

II. STUDENT RIGHTS

As a member of the OTA program students have a number of rights afforded to them. The following policies and statements detail the rights of the student.

NON-DISCRIMINATION POLICY

Central Methodist University does not discriminate on the basis of race, color, sexual preference, religion, sex, national origin, age or federally defined disability in its recruitment and admission of students. The university's educational programs, activities, financial aid, load and scholarship programs are made available to all qualified students without regard to race, color, sexual preference, religion, sex, national origin, age, or federally defined disability. The university complies with all federal and state non-discrimination requirements. If you feel you have been the subject of such discrimination, contact the Provost, Brannock Hall, 2nd floor.

STUDENTS WITH DISABILITIES

The procedures described here are intended to guide and assist faculty, staff, and students in complying with this policy and in determining reasonable accommodations to be made for the federally defined disability claimed. All materials and information regarding disabilities will be governed by the University's normal policy regarding privacy.

1. It is the responsibility of any student who wishes to claim a federally defined disability to file official documentation of the disability with the Center for Learning and Teaching prior to seeking any accommodations based on the disability. Official documentation of the disability must be sent directly from the originating office directly to the Center for Learning and Teaching. All such official documentation must be for an evaluation dated no more than eighteen months prior to being received by the University. All official documentation that the student wishes to have the University consider in providing reasonable accommodations for the disability must be included (e.g. Individual Education Plan [IEP] and related materials, 504 Plan, professional diagnosis and recommendations). Upon receipt of the official documentation, the Center for Learning and Teaching will acknowledge receipt of the document in the student's permanent file.
2. In addition to the University making reasonable accommodations for any disability, students are encouraged to make full use of the various learning resources available to all students. These include regular conversations with their instructors and faculty advisor and work with the departmental tutors when they are available.
3. Students should understand that all requests for reasonable accommodations for documented disabilities must be made in advance. Faculty and staff will not be asked to adjust grades or to provide alternative evaluation measures for work students have completed prior to the request for reasonable accommodation based on disability.

GRADE APPEALS

All grade appeals are handled according to the CMU policy available in the CLAS and CGES Student Handbooks. The CMU Academic Standards and Admission Committee has a final authority for grade petitions for OTA Students.

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STUDENT GRIEVANCES-TECHNICAL COURSES

In the event that a student has a grievance with a course or course instructor the student should first discuss the issue with said instructor. If the student is unable to resolve the issue with the instructor or does not feel comfortable approaching that individual the student should contact the Program Director. All formal grievances made to the Program Director must be in writing. Written grievances must include the parties involved, date or timeframe grievance occurred, and all relevant details of the incident. A formal complaint must be made in a timely manner within three months of the incident that occurred, however preferably at the time of the incident. The Program Director will address the complaint within 14 days of receipt. A conference will be held with the student with potential for mediation between the student and instructor if applicable. All interaction will be documented. All documentation will be maintained in a confidential student file. If differences continue to be unresolved the Chair of the Division of Health Professions will be contacted. The Division Chair will respond within 14 days of receipt. Retribution toward the student from the instructor, program faculty or any involved personnel is strictly prohibited.

SEXUAL HARASSMENT POLICY AND PROCEDURE

Harassment of any kind, and sexual harassment in particular, of any student, faculty member, or employee by any other student, faculty member, or employee is prohibited and will not be tolerated. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated occupational contact, or other verbal or occupational conduct or communication of a sexual nature. It should be noted that the prohibition of sexual harassment includes a condemnation of sexual assault and rape, both of which are criminal offenses.

Persons who take retaliatory action against a person who reports, complains about, or participates in the investigation of reports of sexual harassment, sexual assault, or rape are subject to disciplinary sanctions as outlined by the university. Anyone who engages in a sexual relationship with a person over whom he or she has any degree of power or authority must understand that the validity of the consent involved can and may be questioned, and must anticipate the closest scrutiny of his or her actions.

Central Methodist University disapproves of sexual relationships between a faculty member and his/her students, given the potential abuse inherent in such relationships. The essential principle of academic freedom is recognized by Central Methodist University. Prohibited conduct perpetrated under the disguise of academic freedom is an abuse of the principle and will be questioned. Because sexual harassment may also constitute a violation of federal and state law, anyone who believes he or she has been subjected to sexual harassment has the right to institute legal proceedings in addition to or in lieu of a complaint pursuant to this policy.

Should a sexual harassment situation occur the reporting party has the option of reporting it to either an administrator in the office of student development, to the CMU nurse practitioner or to one of the counselors, whomever that person feels most comfortable seeing. One of these staff will investigate the incident and report the findings along with a recommendation to the president of the university. Every attempt will be made to make the reporting party as comfortable as possible during the investigation.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA) POLICY

The federal government requires that the University obtain from every enrolled student a signed *Permission to Release Education Information* form. Each student may waive or not waive his or her rights of educational privacy as spelled out under the Family Education Rights and Privacy Act (FERPA). Photographs and other visual images taken by the university, of people, places, or events related to the university's programs and activities are property of the university and may be used at its discretion.

Full description and details of the FERPA policy can be found in the Central Methodist University Student Handbook.

DOCUMENT RETENTION

Student files will be maintained in a secure location accessible to the Health Professions Administrative Assistant, Program Director and OTA faculty/staff as needed. Student files will include but not limited to the following: signed consent/acknowledgement forms, clinical assignment data, faculty/student conference details, student grievance information, assignments required for course or program assessment. Files will be maintained as per University and Program guidelines.

RESERVE POLICY

The OTA faculty will make available a number of items to be on reserve at the library for student use. Reserve materials are located at the Circulation desk of Smiley Library.

Items placed on reserve may include: text books, journal articles, etc. Various terms are available for use: two-hour, in-library; two hours, out of library; four hours in or out of library; overnight; 3 days; 1 week; and 2 weeks. The term of use is determined by the faculty member placing the item on reserve.

SAFETY

Emergency Procedures: Students are expected to be familiar with campus safety procedures. Information regarding how to respond to Bomb Threat, Earthquake, Fire, Gunman, and Tornado is available at www.centralmethodist.edu/safety

. Students are also able to sign up for CMU's state of the art alert system: Eagle Alerts.

EAGLE ALERTS

Students are encouraged to register for Central Methodist University's state-of-the-art emergency notification system. It is the safest way to ensure that you receive critical university notifications on safety issues and school closings. The system sends simultaneous messages to all registered text-message capable phones, PDAs, and email addresses to alert registrants of information critical to their safety and well-being. This service will also post the message on the University's official Facebook page. Go to <http://www.centralmethodist.edu/eaglealerts/register.html> or look for *Eagle Alerts* on the CMU web page titled *Campus Safety*.

SECURITY REPORTS

In accordance with the Student Right-to-Know and Campus Security Act CMU publishes an annual report of crime statistics that can be accessed at www.centralmethodist.edu/safety.

WEATHER CANCELLATIONS POLICY

Only the President or his designee, has the authority to cancel classes in the event of severe weather. The University maintains its teaching schedules in accordance with established schedules and operational demands. To this end, suspending or canceling classes will be avoided except under the most extreme circumstances. Because the essential functions of the university must be provided at all times, campus operations will not be suspended in the event of severe weather and thus the university will not be closed.

ANNOUNCEMENTS REGARDING CANCELLATION

All announcements will be released via the Public Relations Office. If classes are cancelled, the decision will be communicated through local television and radio stations (see a list below) shortly after 6 a.m. and on the CMU website, www.centralmethodist.edu.

TV Stations: KOMU NBC Channel 8, KRCG CBS Channel 13, KMIZ ABC Channel 17

Radio Stations (FM): *KBIA* 91.3, *KBXR* 102.3, *KCLR* 99.3, *KCMQ* 96.7, *KMMO* 102.9, *KPLA* 101.5, *KRES* 104.7, *KSSZ* 93.9, *KTXY* 106.9, *KWJK* 93.1

Radio Stations (AM): *KMMO* 1300, *KFRU* 1400, *KTGR* 1580, *KWIX* 1230

These voice-related Eagle Alerts will come from the number **660-248-6190**. It is recommended that you **add this number to your cell phone directory along with other important campus numbers.**

OFF CAMPUS SAFETY

Throughout the course of the program students will be expected to participate in off-campus experiences coordinated by an OTA Program faculty member. These may include but are not limited to an aquatic center, long term care facility, adult/child day care center, assisted living facility, durable medical equipment site and service learning sites. These experiences will be supervised by your course faculty. In the case of emergency in an off campus facility faculty and students will follow the facility emergency procedures. If students will be interacting with patients/clients at these facilities a contractual agreement will be in place with the facility delineating the rights and responsibilities of the involved parties. While participating in these experiences the program faculty member, and the facility contact will help to ensure the safety of the students, other visiting faculty, residents and other members of the public. Students will only perform tasks, skills, and interventions for which they have practiced and been deemed competent to engage. Students will be required to sign a consent form prior to participation.

In the event of an injury, illness or emergency situation at an off-campus facility the student accepts responsibility for the cost of emergency services.

III. STUDENT RESPONSIBILITIES

The following policies and statements detail the student responsibilities associated with membership in the OTA program.

AOTA AND MOTA MEMBERSHIP

Students are required to obtain and maintain current membership as a student member of AOTA and MOTA. Benefits of membership and application materials are available at designated websites.

SOTA MEMBERSHIP

CMU OTA students will participate in the Central Methodist University Student Occupational Therapy Association, or CMU SOTA. Membership is mandatory for all CMU OTA students, for incoming and second year students. All members shall be expected to pay dues in the amount of \$10.00 per year. The amount is subject to adjustment by a majority vote of the membership during first meeting of each Spring semester. Officers shall be elected from the currently enrolled CMU OTA students. SOTA Meetings welcome Pre-OTA students and we encourage their involvement in fundraising events.

STUDENT BEHAVIOR

Along with demonstrating a comprehension of didactic material and an ability to perform selected occupational therapy related tasks, graduates of an OTA program must demonstrate a level of professional behavior that is consistent with the profession into which they will enter. For this reason, all students accepted into the OTA program at Central Methodist University will be evaluated on professional behaviors in class, laboratory and clinical settings. The following assessment will be used on three occasions throughout the curriculum to monitor progression toward achievement of entry level abilities.

Students will perform self-assessments which will be reviewed by the OTA faculty and discussed with each student. Students are expected to be familiar with the provided criteria and complete a thorough and accurate assessment of their generic abilities. The generic abilities are divided into 10 categories as follows: commitment to learning, interpersonal skills, communication skills, effective use of time and resources, use of constructive criticism, problem solving, professionalism, responsibility, critical thinking, and stress management.

SCHOLASTIC AND PROGRAM PROBATION

Within the OTA program, a student whose scholastic or professional performance is weak or unsatisfactory will meet with the individual professor(s) and/or the OTA Program Director to discuss areas of concern, and a Corrective Action Memo will be completed. If the student's scholastic or professional performance does not improve he/she may be put on program probation and specific criteria will be set for continuation in the program. If the student is unable to meet the criteria or if performance does not improve, he/she will be withdrawn from the program. In all instances, the student will be provided with individual counseling and assistance.

Probation may be implemented for, but is not limited to, the following:

- Unsatisfactory scholastic or clinical performance
- Unsatisfactory classroom or clinical attendance and punctuality
- Inability to maintain physical and mental health necessary to function in the program
- Unethical, unprofessional behavior, and/or unsafe classroom/lab or clinical practice
- Refusal to participate with a procedure
- Unsafe or unprofessional clinical practice that compromises student, patient, or staff safety

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- Behavior which compromises classroom/lab experiences or clinical affiliations
- Failure to comply with all terms outlined in the Corrective Action Memo

Students are allowed no more than two probationary periods throughout the course of the program for academic and/or professional issues. Need for a third probationary period will result in withdrawal from the program.

CMU ACADEMIC CONDUCT POLICY

Central Methodist University believes that adhering to acceptable professional practices throughout life is a significant foundation of character and personal integrity. The University's Academic Conduct Policy applies to all forms of academic work, including but not limited to quizzes and examinations, essays and papers, lab reports, oral presentations, surveys, take-home tests, etc. Every student is responsible for understanding this policy. ***By registering at the University, every student accepts the obligation to abide by this policy.*** Students also are responsible for understanding the particular policy applications required by each of their instructors and to ask instructors to clarify any areas of uncertainty. Academic conduct requires that each person accept the obligation to uphold professional standards in all academic endeavors. Any conduct that unprofessionally represents a student's academic performance violates CMU's Academic Conduct Policy. Unprofessional practices include but are not limited to the following:

1. **CHEATING** in any form (e.g., ghost-written papers; cheat sheets or notes; copying during exams, quizzes, or other graded class work; allowing anyone access to your courseware account to misrepresent their coursework as yours, or your coursework as theirs, etc.);
2. **UNAUTHORIZED COLLABORATION** with others on work to be presented in ways contrary to the stated rules of the course or the specifications of a particular assignment;
3. **STEALING** or having unauthorized access to examination or course materials,
4. **FALSIFYING INFORMATION** (records, or laboratory or other data);
5. **SUBMITTING WORK PREVIOUSLY PRESENTED IN ANOTHER COURSE** without the advance consent of the second instructor;
6. **ASSISTING ACADEMIC MISCONDUCT** (intentionally or unintentionally)—this includes allowing any other student to use or submit your academic work or performance, or other academic work supplied by you, under a name different from the author of the work; and
7. **PLAGIARISM.** Plagiarism includes but is not limited to (1) representing as your own work a paper, speech, or report written in whole or in part by someone else (from the uncredited use of significant phrases to the un-credited use of larger portions of material), including material found on the internet, (2) failing to provide appropriate recognition of the sources of borrowed material through the proper use of quotation marks, proper attribution of paraphrases, and proper reference citations. Always provide appropriate recognition of all borrowed materials and sources.

The University will discipline students for infractions of the Academic Conduct Policy with various sanctions which it deems appropriate, up to and including suspension or expulsion from the University. Penalties internal to a course, including grades and expulsion from the course, are at the discretion of the instructor. Students can appeal instructors' internal course penalties to the Extended Studies Committee (undergraduate petitions) or the Graduate Studies Committee (graduate petitions); the decision of either committee is final. Instructors must report all penalties which they impose for academic misconduct, with a brief account of the offense, to the Dean of the University, so that all violations are recorded. For serious or repeated offenses, the Dean may impose further penalties beyond the course penalty. These penalties include but are not limited to

notations in the student's file, notations on the student's transcript, probation, suspension, and expulsion. A decision by the Dean of the University can be appealed to the Extended Studies Committee (undergraduate petitions) or the Graduate Studies Committee (graduate petitions); the decision of either committee is final.

OTA PROGRAM HONOR CODE SYSTEM

Students will be held accountable to the above University Academic Conduct Policy. In addition, students will be required to sign a statement of acceptance of the policy at the beginning of each term of the OTA program. It is at the course instructor discretion to require students to acknowledge the policy in writing or verbally at the beginning of each course or at the time of examinations. The OTA program will follow the procedure of the University if a violation of the policy is suspected.

OTA PROGRAM STUDENT HEALTH POLICY

IMMUNIZATIONS

Following acceptance to the program students must provide vaccination records for the following:

- DT/Tdap-Current. Must have a Tdap (one) in adult life. If has had a dT immunization within 2 years, a Tdap is not required.
- MMR Titer and/or immunization. Record must include date and results of titer and/or dates of two immunizations (one after 1980)
- Varicella: date of Titer and results and/or two immunizations one month apart
- Hepatitis B Series of three-must begin the series prior to the first clinical affiliation.
- TB skin test- Result of test within current year and annually thereafter. If positive skin test must provide negative chest x-ray followed up with a TB survey/assessment.

HEALTH INSURANCE

Students are required to submit proof of personal medical insurance coverage.

CARDIO-PULMONARY RESUSCITATION (CPR)

Students must be currently certified in cardio-pulmonary resuscitation BLS for healthcare providers by the American Heart Association. Current CPR certification must be maintained throughout the program.

PHYSICAL EXAMINATION

Students are required to provide proof of physical examination to ensure that they are physically capable of performing the required technical/ability standards of the OTA student. Please see Technical/Abilities Standards in this handbook.

LATEX SENSITIVITY/ALLERGY POLICY

Latex products are common in the medical environment. Allergic responses to latex can range from irritation and allergic contact dermatitis to the possibility of life threatening anaphylactic shock. Latex-free environments are seldom available either in clinical or academic settings. Therefore, an individual with a latex allergy/sensitivity wearing alternative vinyl or nitrile gloves is still exposed to latex residue of others working in the area or to latex present in the equipment, models, and mannequins. Although latex gloves are the most prominent source of latex allergen, many other products contain latex including, but not limited to:

1. Blood pressure cuffs
2. Stethoscopes, catheters
3. Surgical masks, electrode pads, Thera-band, Thera-tubes

Any student who has or who develops symptoms consistent with latex allergy/sensitivity is advised to consult a qualified allergist for evaluation. All such evaluation is at the student's expense. If it is determined that a student suffers from a latex allergy/sensitivity and the student desires an academic adjustment or reasonable accommodation due to this condition, the student must contact the Center for Learning and Teaching at 660-248-6283.

As with all matters related to one's health, the utmost precautions should be taken by the student to reduce the risk of exposure and allergic reactions. This may include the carrying of an epi-pen by the individual or other precautions as advised by the student's health care provider. It is the responsibility of the student with latex sensitivity to understand and acknowledge the risks associated with continued exposure to latex during a clinical education healthcare career, even when reasonable accommodations are made and to regularly consult with his/her healthcare provider.

ALCOHOL/DRUG POLICY

CMU fully supports all state and federal laws and local ordinances regulating the sale and possession of alcoholic beverages. The possession and/or consumption of alcoholic beverages by students or their guests and the use, possession, or distribution of narcotics or other dangerous and illegal drugs on CMU property is strictly prohibited. It is the responsibility of the officers and members of each student organization to see that those in attendance at their social functions and meetings conduct themselves in accordance with CMU regulations. Use of alcohol and other drugs has been shown to be a health risk. The campus counselor is trained and available to help students deal with these issues. Violation of this policy may result in discharge or other discipline in accordance with University policies and procedures.

OTA PROGRAM/HEALTH DIVISIONS DRUG AND ALCOHOL POLICY

DRUG AND ALCOHOL TESTING PROGRAM FOR OTA CLINICAL ROTATIONS

For the purpose of this policy, students participating in clinical experiences including full time, part time and one time experiences will be required to adhere to the Drug and Alcohol Testing Program.

The Central Methodist University OTA Program reserves the right to conduct a program of testing for students participating in clinical experiences for the illegal use of drugs and alcohol. For this purpose, any student participating in the OTA Program will be tested:

1. As a condition for entrance into clinical courses (drug testing)
2. Upon reasonable suspicion (drug and /or alcohol testing), and
3. As required by clinical agencies.

Confidentiality: All information and records relating to a student's participation in the testing program under this policy shall remain confidential and shall be maintained in a separate file from the student's academic file. If required by agency contact, a list of students who have tested negative will be provided.

Consent: OTA students in clinical agencies are subject to the policies of the agency in which they are assigned. Students will sign a consent form prior to the initial testing. One signed consent form will be sufficient for all

OTA clinical courses. Refusal to participate in testing will result in the OTA student's immediate dismissal from the program.

Medication: Students who have been or are taking prescription medications must provide verification of legal use upon request to the OTA Program. Students who refuse to provide documentation required to verify legal use and who test positive will be subject to the consequences specified for positive test results.

Testing: The OTA assumes full cost of the testing. Testing will be conducted according to the procedures designated by the testing facility to ensure the integrity and chain of custody of the specimen. Test results will remain confidential and will be released only on a need to know basis in accordance with applicable law.

Positive Test: If a student's test result is positive, a second test will be conducted on the original sample to confirm the initial results. If the second test is negative, no further action will be required. If the second test is positive, the student will be notified.

Consequences: A positive test result on the confirming test without appropriate documentation will result in immediate dismissal from the OTA Program. Any student dismissed following a positive drug or alcohol test will be removed immediately from all OTA courses. A grade of "W" will be transcribed if prior to the university withdrawal date. A grade of "WF" will be transcribed if the student is removed from courses following the university withdrawal date.

Illegal Drug or Alcohol Conviction: Students must report any adult conviction under a criminal drug statute for violations occurring on or off University premises. A conviction must be reported within five (5) days after the conviction. Students convicted of involvement in a criminal drug offense will be dismissed immediately from the OTA program.

Appeals: A student may appeal the decision for dismissal. Each student has an academic advisor who is the first resource for assisting the student in resolving problems and will work with the student to facilitate identification of discipline and university policies and other options for solving the problem. It is important that the process of problem resolution proceeds as rapidly as possible. Observance of some time lines is critical.

The student has seven (7) business days from the positive drug/alcohol test to submit an appeal, outlining the problem and proposing options for resolving it to the OTA Program Director with the advisement of the Health Professions Division Chair.

The OTA Program Director and/or the Health Professions Division Chair will respond to the student's appeal within seven business days from receipt of the student's appeal.

Following these steps, the student may utilize the University appeals process if dissatisfied with the outcome.

Students dismissed under this policy should be aware that any application for readmission to the OTA Program will not be considered without evidence of successful completion of a treatment program.

Re-entry: The individual may not apply for re-admission for at least one year, and should be aware that a successful recovery period may vary by individual.

Requests for readmission must meet the requirement of the OTA Program Student Handbook (See readmission policy). If the student is readmitted, he/she will be provided an individualized agreement listing

any additional requirements for admission and progression. Consistent with the University's policy, the OTA program adheres to the Americans with Disabilities Act.

These requirements include, but are not limited to, the following items.

- An individual's commitment to discontinue substance abuse
- A plan for follow-up treatment
- Regular reports of progress from the treatment professional
- Authorization of release of information regarding progress to the OTA program
- Agreement to submit random drug testing
- Documentation of attendance at counseling and self-help groups
- Other reports of activities recommended by the treatment professional or as specified in contract with the OTA Program.

The agreement will extend through the completion of all clinical courses.

CRIMINAL BACKGROUND CHECK POLICY

Students entering the Central Methodist University's OTA Program are assigned to do clinical practice in a variety of settings. Facilities utilized by the program require criminal background checks for their employees. To meet the requirements of these facilities it is the policy of CMU to require that students in the OTA program submit a criminal background check PRIOR to beginning clinical affiliations. Students who have been found guilty of Class A or B felonies will not be permitted to progress through the program.

Student Criminal Records Check Guidelines: OTA Students are required to have a Criminal Record Check completed and on file in the Division of Health Professions office PRIOR to the beginning of the clinical program.

Instructions on where and how to proceed with the background check will be provided to you by the OTA program director, faculty or staff.

Criminal background checks deemed unacceptable based on past criminal history will be handled on an individual basis with consultation from the Missouri Board of Registration for the Healing Arts.

Students who do not have the results of the Criminal Record Check on file will not be permitted to attend clinical affiliations which will result in an inability to progress through the program. There are NO WAIVERS for the Criminal Record Check.

PROGRAM ABSENCE POLICY

LECTURE AND LAB

Students are expected to attend ALL scheduled classes. As an aspiring member of the health field students should anticipate that faculty, clinicians, and future employees will be interested in attendance patterns of OTA students. It is believed that attendance at all classes is important to the successful completion of the courses and program. All policies regarding attendance will be enforced. Students that are unable to attend class are required to contact the OTA Program Faculty.

- Students are expected to attend all scheduled lecture and lab classes.
- Students unable to attend scheduled classes are responsible for contacting the instructor for the course prior to the beginning of the class.

- Make-up assignments, exams, or lab practical exams will only be provided if a student informs the instructor of the absence prior to the event and at the discretion of the faculty member.
- Make-up assignments, exams, or lab practical exams will be scheduled with the course instructor. It is the responsibility of the student to contact the instructor to initiate make up procedures.
- Students are not allowed to bring their children into the classroom during a scheduled class.

SIMULATION LAB: STUDENT CONDUCT

LAB CONDUCT RULES

- No food or drink except water container with lid.
- Respect the furniture and equipment; Feet are not to be placed on the tables or chairs in a 'lounging' fashion.
- Place trash in appropriate containers and leave room clean with supplies replaced to their appropriate area of storage.
- Students are responsible for their own supplies. Any supplies left in the lab will be placed in lost and found.
- Labs will be available outside of class time to review and study learned material. Students should contact a member of the OTA faculty for availability.
- Students will report malfunctioning or damaged equipment to the OTA faculty or building representative immediately upon discovery.
- Students should at no time utilize equipment that has not been introduced in class by the OTA faculty.
- Students are expected to demonstrate professional behavior in the lab setting, considering modesty and privacy of simulated patients.

TRANSPORTATION-OFF CAMPUS LAB EXPERIENCE

Students are responsible for transportation to and from off campus lab experiences. Any fees (gas, repairs, etc.) are the responsibility of the student.

LAB SAFETY

During lab activities the course faculty is responsible for supervising student performance of new skills. At orientation students will sign a consent form agreeing to participate in lab as a subject as needed. The safety of the students, faculty and volunteers will be monitored to create the most secure environment possible. Prior to completing any new skill or procedure students will be provided with lecture and demonstration. Students will be educated regarding precautions and contraindications of each procedure. For any procedure that is contraindicated for a student acting as a patient, the student is responsible for declining to participate with that activity. Students are responsible for notifying the program director and course instructor at the beginning of each term, and as needed, of any changes in medical condition/technical abilities that impede full participation in lab and clinical activity. Faculty to student ratio will be no more than 1:16.

LAB EQUIPMENT

Modalities and other electronic lab related equipment will be inspected and calibrated with a regularly scheduled appointment in the fall of each year. The Program Director or OTA faculty member will be responsible for contacting the appropriate vendor or maintenance staff in the event of an unexpected issue with equipment. **Students should inform the instructor immediately** upon recognition of problems with any equipment utilized in the lab. Students are not allowed to utilize lab equipment without supervision by a faculty

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member. Machines will be tagged indicating a successful inspection. Items unsafe for use will be tagged accordingly and removed from lab area until it has been repaired.

CLASS ETIQUETTE

As a student pursuing a professional career, the expectation is to act like a professional. All students are expected to behave in a manner appropriate to the learning environment. These behaviors include attending class, completing assignments on time, being respectful, acting with integrity, participating in discussions and following the rules. All within this class will be treated with respect and civility; outbursts and disrespectful behavior will result in dismissal from class.

TECHNOLOGY POLICY

Cell phones will be turned off and put away during class unless permission has been obtained from the instructor to place the phone on vibrate. Use of laptops and other devices may also be limited or denied per instructor discretion. Technology is prohibited during an exam; students caught with cell phones or other devices will be dismissed from the exam. In the event a cell phone rings during an exam that student will have 5 points deducted from their exam.

Cell phone policy expanded: Cell phones should be turned off or on silent (non-vibrating) mode during class/clinical. This includes phone's message/alert ring. Cell phone calculators are not allowed for use when taking quizzes or exams. Cell phones must be kept in a back pack, purse, pocket, etc. during class. In the clinical setting cell phones should not be carried in pockets. It is recommended to leave the cell phone in a secure place in the student's desk, back pack, car, or at home. Specific cell phone policies may be provided by faculty and should be followed.

Use of cell phone cameras in the clinical setting is prohibited and is considered a HIPAA violation. At no time should a student video, audiotape or take photographs of patients in the clinical setting.

UNIFORMS/PROFESSIONAL DRESS

Students in the Occupational Therapy Assistant program represent the school and the profession of Occupational Therapy. It is imperative that certain standards be met and a dress code followed. During regular class periods, students may use their own judgment in attire, however attire must conform to the codes of decency.

- While in the laboratory students are expected to wear appropriate lab attire to expose the area being studied. Appropriate lab attire may include shorts, swimsuit, halter top or sports bra.
- While at the clinical site, Occupational Therapy Assistant students are to abide by the dress code as defined by the assigned fieldwork site.
- On professional presentation days or as when representing the program within the community students are expected to dress professionally, acceptable attire may include:
 - The CMU OTA polo paired with khaki's or slacks.
 - The CMU OTA polo paired with black scrub pants.
- There will be occasions that warrant business professional attire; slacks, tie, jacket, dress, blouse and appropriate shoes. These dates will be identified by your professor.
- Students may be dismissed from presentations, off-site visits, clinical/fieldwork assignments, and professional fieldtrips for noncompliance. Disciplinary action may occur in the form of a corrective action memo. The following clothing items are not appropriate:
 - Leggings, shorts, mini-skirts, low-cut blouses, tank tops, see through fabric.

The Career Center can assist students with how to dress professionally for presentations, interviews and career day. <http://www.centralmethodist.edu/career/students.php>

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The following policy details appropriate dress, grooming, and hygiene requirements for the laboratory setting and laboratory practical exams. Classroom attire is at the discretion of the student, however, it should be modest in nature and not a distraction to other students in the class room.

LAB ATTIRE: OTA students will be using fellow students as models to practice skills that include observation, palpation, and other hands on contact. Therefore, the following is required for all lab classes unless stated by the course instructor.

- Students should come to lab dressed in appropriate lab attire.
- Males: Shorts and tee shirts. Females: Tee shirt with sports bra under and shorts
- Tennis shoes or other comfortable shoes. Sandals or open toed shoes are not appropriate.

LAB PRACTICAL ATTIRE: Lab practical examinations are developed to simulate live clinical experience to evaluate student preparation for progression to the clinical aspect of the curriculum. To enhance the student's familiarity with expectations, fieldwork attire (see description page 38) will be expected during lab practical examinations.

INFECTIOUS DISEASES AND SANITARY CONTROL

As a member of the OTA Program it is possible that a student will be exposed to illness, bodily fluids with potential exposure to blood and blood borne pathogens. Please note that in the event of exposure in the clinical setting the student are required to follow policies and procedures of that facility. Students are responsible for utilizing standard precautions.

STANDARD PRECAUTIONS

According to the concept of Standard Precautions, all human blood components, products made from human blood, and certain other materials are treated and handled as if known to be infectious for HIV {the virus that causes AIDS, HBV {hepatitis B}, and other blood borne pathogens. All body fluids should be treated as if they are potentially contaminated and handled using standard precautions and the appropriate Personal Protective Equipment (PPE).

IV. FACULTY RESPONSIBILITY

PROFESSIONALISM

The Faculty will make every effort to model professional behavior in their teaching and administrative roles. Faculty will lead by example exemplifying professional behaviors that are expected of the students as they progress through the program. Values-based behavior will be emphasized.

Faculty will nurture an environment of mutual respect, honesty, accountability and promotion of interaction between students and faculty which will allow for successful outcomes for both the student and the program at large.

PRIVACY

FERPA-Faculty will adhere to the principles outlined in the institution FERPA policy. Detailed explanation of FERPA policies can be found in the CLAS Student Handbook and OTA Student Handbook.

Office Space- Faculty offices will be sufficient to meet the privacy needs of the students. Faculty will have or make available a space for private conference regarding issues associated with the program.

OFFICE HOURS

Faculty will have assigned office hours posted to allow students the opportunity to meet and discuss any issues related to the program. Students are encouraged to communicate openly with faculty about successes, concerns, or questions they may have. Faculty will also be available as able at the request of a student for individual counseling or groups of students for extra lab time or study sessions.

ADVISING

Program faculty will serve as academic advisors to students in the OTA program. Each student will be assigned an advisor upon acceptance into the program. Advisors will assist the student with scheduling, preparing a degree plan, discussing academic progress, and address other issues that may impact the students' performance in the program. Students should contact their advisor to set up a meeting at any time during the program if a need arises. Students will be required to meet with their advisor at a minimum two times per year.

Fieldwork Experience: All fieldwork policies are specific to the OTA program and not found in the university hand book.

V. FIELDWORK

Performance in the experience is assessed by the fieldwork educator assigned at the site of the affiliation, as guided by the Central Methodist University Level I Evaluation Form and the AOTA Fieldwork Performance Evaluation(FWPE) (for Level II students). These documents present an objective assessment of the student's skills as performed at the fieldwork site. Progress Reports are made at the midpoint of the affiliation and again on the last day of the affiliation. These Progress Reports are returned via email to the AFWC for review and discussion during the course of the semester. An in-depth explanation of the AOTA FWPE and its use will be given prior to the student's first affiliation.

COLLABORATION BETWEEN THE AFWC AND SITE

The AFWC collaborates with faculty to identify and select appropriate sites that serve as CMU OTA fieldwork settings. These sites are selected to optimize student learning consistent with the philosophy of the curriculum. Our process of identifying active sites is to explore the alignment of site philosophies and practices relative to CMU curriculum threads, in consideration for the objectives of particular fieldwork experiences. Faculty visits to sites, and connections to colleagues through projects or meetings, help us identify potential sites. Student feedback on fieldwork experiences is valuable for planning and occurs formally using forms completed about Level I and Level II and in informal discussion with faculty. *(C.1.2.)*

Objectives for Level I & II are stated in the fieldwork syllabus associated with the course, which are sent to the sites in advance via email. FW I sites are selected based upon the site's congruence with the academic goals for the FW. If it is not possible to complete the course assignment because of the situation at the site, the course

instructor and AFWC will collaborate with the site and student to adapt the course assignment or the experience. Objectives for Level II experiences are developed in collaboration with the site. Often a site has existing Level II objectives, which are reviewed for appropriateness with the CMU established objectives. A template for identifying Level II objectives (e.g. New England FW Education Consortium Template) is often used to identify specific objectives that align with the FWPE. In all experiences we endeavor to optimize the congruence of FW and curriculum themes. The Division keeps site objectives and site data for students to access on an Excel spreadsheet as well as posted on the CMU OTA website. The AFWC shares additional information about sites in FW Seminars, emails and additional meetings that can be initiated by the AFWC or the student. These objectives are available to students from the FW Educator or FW coordinator at the site as well. Information is provided to new sites about the CMU OTA curriculum at the beginning of the MOU and then in subsequent communication (email or post). The sites are also referred to our website for updated information about the program and fieldwork. The biannual CMU OTA advisory board meetings are another opportunity for collaboration and changes to be discussed between the AFWC, instructors and FW educators. (C.1.2. and C.1.3.)

STUDENT EXPECTATIONS

Students are expected to communicate with their AFWC and FWE about any expectations, desires or problems they may have with their fieldwork.

RIGHTS AND PRIVILEGES OF STUDENTS

- a. The learning objectives for Level II fieldwork are determined by the Fieldwork Educator and shared with the Academic Fieldwork Coordinator (AFWC). Ideally the fieldwork site has a graded progression of week-by-week objectives that are specific to the practice setting. The Academic Fieldwork Coordinator will communicate with the Fieldwork Educator to assess student performance progression. The end goal of the Level II fieldwork experience is entry-level competence in a specific area of occupational therapy practice. (C.1.3)
- b. Voice Grievances about the Fieldwork Education Program. These grievances may include, but are not limited to, issues regarding the fieldwork site to which he/she is assigned; the fieldwork instructor to whom he/she is assigned; the AFWC; anything else related to the Fieldwork Education Program. See grievance policy.
- c. Be affiliated with fieldwork sites that meet the expectations of the University
- d. Be provided with a learning experience in a safe environment
- e. Be affiliated with fieldwork educators who are licensed occupational therapists or occupational therapist assistants with the required number of years in their area of practice. These fieldwork educators will provide proper supervision of the student at all times as well as regular feedback regarding the student's performance. (C.1.14.)
- f. An orientation to the fieldwork site with which they are affiliated. This orientation may include but is not limited to items such as information of site-specific policies and procedures; standard precautions; use and maintenance of equipment; potential health risks they may encounter during their fieldwork affiliation; and storage and use of hazardous materials
- g. Ask questions during their fieldwork affiliations and to receive thoughtful helpful answers in response.

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- h. Confidentiality, both in academic setting and while on their fieldwork rotations

STUDENT RESPONSIBILITIES

- a. Act in a manner consistent with the AOTA's Values Based Behavior for the OTA. *(C.I.II.)*
- b. Demonstrate professional behavior during interaction with all individuals at the fieldwork site.
- c. Students will identify site-specific objectives prior to or during week one of the fieldwork experience through the resources provided to the student on the appropriate MyCMU course page established by the course instructor and communicate these to the fieldwork sites *(C.I.2).*
- d. Provide care in a manner that is safe and effective for patients and self.
- e. Follow all legal and ethical guidelines of the facility, profession, state, and national levels
- f. Demonstrate sound clinical reasoning skills commiserate with student's level of training.
- g. Students are expected to check their email often to be aware of any changes and be a channel of communication between the fieldwork site and the university.
- h. Students are expected to access the Central Methodist University Library remotely for accessing journal articles to support best practice assessment and intervention plans for their fieldwork caseload.
- i. Students are encouraged to use and reference required textbooks from the OTA program that are applicable to the practice area of the fieldwork site.

PROFESSIONAL BEHAVIOR

Faculty of Central Methodist University has an academic, legal and ethical responsibility to protect members of the public and of the health care community from unsafe or unprofessional practices. Health Science students, while representing Central Methodist University at any fieldwork site, must conduct themselves in an ethical, professional, and safe manner. Students are expected to assume responsibility for their actions and will be held accountable for them. Students will abide by CMU and fieldwork site policies during each fieldwork experience.

Failure to adhere to program specific policies related to professional behavior or safe clinical practice may result in the use of the Academic Conduct Policy outlined in the CMU Student Handbook and OTA Student Handbook.

CONFIDENTIALITY

It is not ethical or legal to share information with other individuals regarding patients/clients, facilities, fieldwork instructors, or classmates. Violation of this ethic will result in probation with the first incident and the student will be withdrawn from the OTA Program after the second incident.

HIPAA

It is the policy of this OTA program that all persons receiving assessment/care from a CMU student in any venue be afforded as much protection for privacy and confidentiality as possible. Students involved in educational programs through CMU will follow HIPAA guidelines at all times. All care recipients have the right to refuse to receive care from a student.

Students are required to complete a HIPAA training module prior to their first fieldwork affiliation. Students may also be asked to sign a waiver at each fieldwork site attended indicating that they have been informed of

and understand the HIPAA guidelines. Failure to comply with HIPAA guidelines is a very serious offence and may result in dismissal from the fieldwork, program and university.

1. All students providing assessment/care in a health care provider organization will follow the documentation policies of that organization.
2. Students are not allowed to include patient-specific information that includes unique identifiers such as names, birthdates, patient numbers, or social security numbers in their fieldwork assignments.
3. There will be NO photographs or videos taken of patients, clients or associated individuals in the fieldwork setting.

INFORMED CONSENT

Students are required to identify themselves as a Student Occupational Therapist Assistant to any patients being treated by the student. Students will have a name tag visible at all times indicating that they are a student. Patients have the right to refuse treatment from a student at any time during the occupational therapy session.

FIELDWORK EDUCATION-PREREQUISITES

1. Passing grade of greater than 75% in all courses and labs
2. Liability Insurance: \$50 for duration of program. This is a requirement for participation in clinical labs and practice and is to be paid by the student at the start of the program.
3. Each student is responsible for making sure that all immunizations and other information is up to date, accurate and turned in to the immunization tracker prior to the start of classes. Once Certified Background has been paid by the student, all information can be submitted to them for tracking. The student is responsible for all costs associated with the tests and screens

Immunization	Description
DPT/Polio	Primary series with booster between ages 4-6
Tetanus/Tdap	One dose within the past 10 years (Tdap recommended for health professionals)
Measles/ Mumps/ Rubella	Two doses of MMR or positive titers for measles, mumps and rubella
Varicella (Chicken Pox)	Positive immune titer or two dose varivax series
Tuberculosis (TB Screening)	Documentation of two Mantoux TB skin tests (measured in millimeters of induration) performed in the U.S. with the past 12 months. Annual testing will be performed during the 2 years of OTA school. Students with past history of positive skin test must provide documentation of the positive skin test, documentation of any medication taken and a chest x-ray report. Those students will undergo annual symptoms review instead of skin testing. Those that have tested positive in the past,

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	but have not undergone treatment will be required to complete a Quantiferon Gold Blood test annually.
Influenza	An influenza vaccination dose each season beginning with the first fall semester after October
Hepatitis B	Completion of the 3 dose series or positive Hepatitis B quantitative surface antibody titer

4. Cardiopulmonary Resuscitation – Failure to successfully complete a CPR (BLS for Healthcare) course will result in a delay in the start of the fieldwork experience.
5. Criminal Background Check – From the Family Care Safety Registry. Results are submitted to Certified Background. Students are encouraged to keep a copy of the Criminal Background Check results and to carry these with them to the affiliation where the fieldwork site may ask to view the documents.
6. Urine Drug Screen – no student will be allowed to participate in Fieldwork Education until successful completion of the Drug Screen. This can be from Mid-MO Drug Testing Collections or Certified 14-panel drug screen from another source
7. Students will complete the HIPAA and Code of Conduct training at the or hospital where they will be completing the Fieldwork Affiliation
8. Liability Insurance – Students must purchase prior to the fieldwork education. CMU will provide information regarding obtaining this coverage.
9. Health Insurance – Students are encouraged to obtain health insurance. Neither CMU nor the site is responsible for illness or injury

SPECIFIC SKILLS EXPECTATIONS

In all fieldwork experiences:

- The student will be focused on each patient and attend to the patient during the treatment session.
- The student will view the patient as a person first, strive for a holistic approach to treatment, acknowledge the psychological overlay, grief, loss, adjustment, coping mechanisms, and health literacy level to assist the patient as they face the process of recovery.
- The student will strive to collaborate with other professionals treating the same patient for integration of treatments plans towards essential goals in function and recovery.
- The student will behave as a professional in their job, developing good working relationships with patients, staff and family members.
- The student's cell phone shall be turned off or on silent during all fieldwork experiences, as stated above. The student shall follow the policy of the facility in regards to making phone calls or checking phone throughout the day in extreme cases.
- The student will develop an awareness and insight into their own strengths, areas of knowledge and areas in which improvements need to be made.

PREPARING FOR THE FIELDWORK EXPERIENCE

Two weeks prior to the fieldwork affiliation the Academic Fieldwork Coordinator will provide the students with contact information for the CCCE and assigned educator from the facility in which they will be working.

Students are responsible for making the initial contact with the fieldwork site 10-14 days before the start of the affiliation as well as sending the student information sheet to the assigned FWE.

1. During the initial phone call students should inquire about the following.
 - General therapeutic focus of the site/CI
 - Name of Fieldwork Educator (if known)
 - Location of facility
 - Parking options
 - Cafeteria or other lunch options
 - Dress Code
 - Anticipated hours
 - Request any other information that the contact feels the student should be aware of prior to the first day.
2. On the first day of Fieldwork students should arrive on time and prepared. Students must have their NAME TAG clearly identifying them as a student.
3. Fieldwork Educators have been asked to provide each student with an orientation to the facility with expectations of the student clearly explained. If the student arrives and this orientation is not provided the student should request this information as it will be important to the student's success in this experience. Information that should be included would be a tour of the facility, (location of student desk, bathrooms, storage rooms, equipment storage, and treatment areas). Also included should be introduction to staff that may be assisting the student, FWE expectations of student learning, including caseloads, review of facility policies and procedures pertaining to students.
4. Students should have all necessary paperwork (as described in the Handbook and by the AFWC) available at the fieldwork site to be reviewed as scheduled.
5. Students should be aware of all fieldwork assignments and complete them as scheduled.
6. All assignments are due to the AFWC at a time specified by the AFWC and detailed in the syllabus.

RELEASE OF INFORMATION TO FIELDWORK SITES

Central Methodist University OTA program will monitor student compliance in the following areas:

- Criminal Background Check and Government Sanction List
- Urine Drug Screen
- Immunizations and Health Information maintained by Student Health
- HIPAA and Code of Conduct Training
- Cardiopulmonary Resuscitation

A letter stating student compliance in these areas will be sent to the fieldwork site prior to the affiliation. If the student is not in compliance with Immunization/Health, CPR, or HIPAA/Code of Conduct or has a positive drug screen, they will not be allowed to participate in the affiliation until in compliance. If the student has an item noted on their criminal background check, this will be forwarded to the site and it will be the site's responsibility to determine if the student is eligible to participate in the fieldwork education at that site.

All students will sign a Release of Information allowing the OTA program access to the above information upon admission to the program. Fieldwork sites may request copies of the above information from the student.

Students who have been or who are taking prescription medication must provide a verification of legal use upon request to the Occupational Therapist Assistant Program. A copy of the prescription or a written health care provider's statement will be sufficient. Students who refuse to provide information required for verification of legal use and who test positive will be subject to the consequences specified for positive test results.

FIELDWORK ATTENDANCE

The fieldwork education portion of the curriculum is considered to be an integral part of the students learning experience. It is required that students will fulfill the requirements for fieldwork contact hours as stated in the syllabus. Students should be aware that make up hours may NOT be available in the fieldwork setting in which they have been scheduled. Outside activities will not be accepted as an excuse for failing to meet fieldwork responsibilities. Absence may result in failure of the fieldwork.

- 1) Fieldwork experiences should be treated as if they are full time employment. Students are expected to be present at a minimum of 8 hours/day.
- 2) Students will follow the schedule established by the Fieldwork Educator, typically Monday-Friday between the hours of 7 AM and 6 PM.
- 3) Students employed part time or full time outside of the program are expected to arrange their schedules to meet the demands and time constraints of the program.
- 4) Students should not schedule appointments, vacations or other leaves of absence during scheduled fieldwork experience.
- 5) Any student who does not call or arrive for a fieldwork experience at or before their scheduled time may be charged with an unexcused absent from the fieldwork experience.
- 6) If unable to attend the scheduled fieldwork experience the student is responsible for contacting the Fieldwork Educator AND the AFWC prior to the start of the scheduled work day.
- 7) Physician note is required for return to fieldwork following 3 consecutive days of missed fieldwork.

READINESS FOR FIELDWORK EXPERIENCES

The AFWC in consultation with other OTA program faculty will assess each student's readiness prior to each fieldwork experience. Students must be deemed ready to participate in fieldwork education prior to beginning a fieldwork education experience. Students will not be assigned to a fieldwork affiliation if the faculty has determined that the student has exhibited academic and/or safety deficiencies.

To be eligible, the student must demonstrate at a minimum:

- Current CPR certification
- Up-to-date immunizations
- Criminal Background Check
- HIPAA education with a signed acknowledgement form to the AFWC
- Successful completion of all required coursework to that point in the curriculum

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- Appropriate professional behaviors in line with the Generic Abilities / Professional Behaviors rubric

Students are required to complete a skills check-off and/or pass a lab practical examination demonstrating competence in performance of learned skills prior to progressing to the fieldwork portion of the curriculum. If academic or safety deficiencies are noted, every effort will be made to address them early prior to the fieldwork education experiences. If the student has addressed areas of concern, the student may be placed in a fieldwork affiliation with an individualized plan in place. The plan will be formulated to address the deficiencies and safety concerns. This plan will include learning style and supervision requirements. The student will notify the FWE of the plan in place. The AFWC will closely and frequently monitor the student while on fieldwork rotation. The AFWC will follow up with the student to be sure the plan is being carried out. As outlined in the MOU, the FWE at the fieldwork site may dismiss a student it deems unsafe or lacking professional behaviors in a way that is detrimental to the site or patients.

If a student is unable to participate in a fieldwork education experience due to lack of readiness for academic or safety reasons, that student will be dismissed from the program.

OTA DRESS CODE

The OTA Dress Code prepares students for fieldwork experiences and future employment. Business casual is the typical dress of clinical Occupational Therapist. This often includes brown, black, or khaki colored dress pants, knit tops with a collar (polo shirts). No denim jeans or any form of sweat suits. Students will follow the dress code of any clinic or institution in which they are working. This may include scrubs, lab coats, etc. The CMU approved professional dress may also be considered appropriate, this uniform consists of the CMU OTA program polo shirt with khaki, white, black or navy pants. Professional dress meeting the approved code are to be worn throughout the fieldwork experience and should include the student's CMU name badge as well as site specific identification (as required per individual facility).

Students will wear a visible name tag provided by the institution indicating they are an Occupational Therapy Assistant student from Central Methodist University.

Students will have no visible tattoos, or artificial nails. Piercings, with the exception of one earring per ear should be removed.

A professional appearance includes the following:

- Hair must be of a style which is bacteriologically safe for client care. Hair longer than shoulder length should be pulled back.
- Beard must be neatly trimmed and clean
- Shoes must be in good shape, clean, no visible signs of wear and tear, etc.
- No open toed shoes will be allowed
- Use of perfume or other scented products is prohibited.
- Jewelry should be conservative in nature not to interfere with patient care.
- A single earring in one or both ears is acceptable. Large gauge or spike earrings are not acceptable. Tongue rings are not acceptable.
- Chewing gum or chewing tobacco are prohibited

If a student attends fieldwork in unacceptable dress, he/she may be asked to wear a lab coat or return home to change into appropriate attire before being admitted to the fieldwork site.

STUDENT MEALS

Students living on campus may make arrangements with the Food Service provider to obtain a brown bag lunch on days they attend fieldwork. These arrangements must be made in advance to beginning the fieldwork experience.

TRANSPORTATION TO FIELDWORK SITES

Students are responsible for transportation to and from off campus fieldwork experiences. Any fees (gas, repairs, etc.) are the responsibility of the student.

CLIENT RELATIONSHIP

Students are expected to maintain a professional relationship with patients/clients at all times. Students are not allowed to socialize with patients outside of the work environment. It is not acceptable to accept gifts, tips, or money from patients. Please consult with your fieldwork educator if questions arise in regard to this policy.

INCLEMENT WEATHER

Inclement weather can happen especially during the winter months. If the facility closes the therapy department due to inclement weather, the student will contact the AFWC through email, text or phone call. If the therapy department closes due to inclement weather, it will not be counted as an absence during the fieldwork. If the facility works longer hours later to recoup some of the missed treatments, the student is expected to participate in this effort with their FWE to provide patients the amount of therapy they need.

OT/OTA STUDENT SUPERVISION & MEDICARE REQUIREMENTS

Historically, OT and OTA students have participated in the delivery of occupational therapy services under the supervision of occupational therapy personnel in a variety of fieldwork sites. The following provides information about the way in which the Centers for Medicare & Medicaid Services (CMS) interprets how and whether the Medicare program should provide payment for services provided by students.

For those settings that serve Medicare patients, it is important to be aware of both new and existing Medicare payment policies. CMS has published specific criteria relating to how and when the program will pay for services when the student participates in service delivery. When developing fieldwork plans for sites that serve Medicare patients, two issues must be considered:

1. Whether Medicare payment rules specifically allow students to participate in the delivery of services to Medicare beneficiaries
2. What type and level of supervision are required by the Medicare program

All relevant Medicare coverage criteria must be reviewed if reimbursement is sought for services when the student participates in service delivery. In addition, many state practice acts and regulations address occupational therapy services provided by students. You can find the regulatory board contact information on the State-by-State OT Law Database located on the AOTA website <http://state.aota.org/reglist.aspx>.

For details regarding AOTA's position on level II fieldwork, please see <http://www.aota.org/Education-Careers/Fieldwork/LevelIII.aspx>

The following chart sets out for each Medicare setting whether Medicare payment rules specifically allow or restrict coverage of services provided by students and what type and level of supervision Medicare requires to

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raise the services provided by students to the level of covered "skilled" occupational therapy. Practitioners should take care to ensure an appropriate level of supervision, whether or not a specific CMS rule regarding students has been issued.

MEDICARE COVERAGE OF SERVICES WHEN A STUDENT PARTICIPATES IN SERVICE DELIVERY

- **Medicare Part A—Hospital and Inpatient Rehabilitation**
 - **Type and Level of Supervision of Student Required:** CMS has not issued specific rules, but in the excerpt here referencing skilled nursing facilities (SNFs), CMS mentions other inpatient settings. In the Final SNF PPS Rule for FY 2012 (76 Fed. Reg. 48510-48511), CMS stated: “We are hereby discontinuing the policy announced in the FY 2000 final rule’s preamble requiring line-of-sight supervision of therapy students in SNFs, as set forth in the FY 2012 proposed rule. Instead, effective October 1, 2011, as with other inpatient settings, each SNF/provider will determine for itself the appropriate manner of supervision of therapy students consistent with state and local laws and practice standards.” See relevant state law for further guidance on supervision for the services to be considered occupational therapy.
- **Medicare Part A—SNF**
 - **Type and Level of Supervision of Student Required:** CURRENT POLICY: Effective October 1, 2011, line-of-sight supervision is no longer required in the SNF setting (76 Fed. Reg. 48510-48511). The time the student spends with a patient will continue to be billed as if it were the supervising therapist alone providing the therapy, meaning that a therapy student’s time is not separately reimbursable. Supervising therapists and therapy assistants within individual facilities must determine whether or not a student is ready to treat patients without line-of-sight supervision. The supervising therapist/assistant may not be engaged in any other activity or treatment, with the exception of documenting. It is AOTA’s policy that OTAs may supervise OTA students, not OT students.

<http://www.aota.org/-/media/Corporate/Files/Secure/Advocacy/Reimb/Coverage/ot-ota-student-medicare-requirements.pdf>

PRACTICE ADVISORY:

SERVICES PROVIDED BY STUDENTS IN FIELDWORK LEVEL II SETTINGS

Level II fieldwork students may provide occupational therapy services under the supervision of a qualified occupational therapist or occupational therapy assistant in compliance with state and federal regulations. When adhering to the principles stated below, along with other regulatory and payer requirements, AOTA considers that students at this level of education are providing skilled occupational therapy intervention.

GENERAL PRINCIPLES:

- a) Supervision of occupational therapy and occupational therapy assistant students in Fieldwork Level II settings should ensure protection of consumers and provide opportunities for appropriate role modeling of occupational therapy practice.
- b) To ensure safe and effective occupational therapy services, it is the responsibility of the supervising occupational therapist and occupational therapy assistant to recognize when supervision is needed and ensure that supervision supports the student’s current and developing levels of competence with the occupational therapy process.

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- c) In all cases the occupational therapist is ultimately responsible for all aspects of occupational therapy service delivery and is accountable for the safety and effectiveness of the occupational therapy service delivery process. This would include provision of services provided by an occupational therapy assistant student under the supervision of an occupational therapy assistant (see Addendum 1).
- d) Level II fieldwork is a supervised practicum with an emphasis on student-centered learning needs. The primary supervisor(s) is an occupational therapist (OTR) or a certified occupational therapist assistant (COTA) and is called the Fieldwork Educator. Other team members at the fieldwork site can assist with the supervision and instruction of the student. Sometimes one fieldwork educator works with 2 – 3 students during the same time frame in a collaborative supervision model. The Academic Fieldwork Coordinator (AFWC) will ensure the proper ratio of fieldwork educators to students in order to ensure a quality learning experience for the student through written and/or verbal communication with the site. **(C.1.4)**
- e) Initially, supervision should be in line of sight and gradually decrease to less direct supervision as is appropriate depending on the (ACOTE, 2007.) **(C.1.16.)**
- Competence and confidence of the student,
 - Complexity of client needs,
 - Number and diversity of clients,
 - Role of occupational therapy and related services
 - Type of practice setting,
 - Requirements of the practice setting, and
 - Other regulatory requirements.

IN SETTINGS WHERE OCCUPATIONAL THERAPY PRACTITIONERS* ARE EMPLOYED: **(C.1.17.)**

- Occupational therapy assistant students should be supervised by an occupational therapist or occupational therapy assistant in partnership with an occupational therapist.

IN SETTINGS WHERE OCCUPATIONAL THERAPY PRACTITIONERS* ARE NOT EMPLOYED:

- Students should be supervised by another professional familiar with the role of occupational therapy in collaboration with an occupational therapy practitioner. (2)

IN SETTINGS OUTSIDE OF THE UNITED STATES:

- The AFWC will ensure that the primary Fieldwork Educator graduated from an academic program approved by the World Federation of Occupational Therapy (WFOT) and has one year of practice experience. **(C.1.19)**

LEVEL II FIELDWORK SITE CHOICES AND MATCHING PROCESS:

The Academic Fieldwork Coordinator will ensure that there are enough executed legal contracts with facilities and enough number of confirmed fieldwork sites for the number of students registered for the course. The AFWC will ensure that the fieldwork sites are using current best practice methods through site visits, phone calls, and student feedback. **(C.1.5)** The AFWC will ensure that fieldwork sites at nontraditional settings or in role-emerging areas have a philosophy of practice that is connected to CMU's curriculum design and goals. **(C.1.12)**

The AFWC will assign the students to the fieldwork sites using the Fieldwork Preference Sheet (C.I.2). The matching process will be based on student interest, student academic performance, student professional behaviors, geographical location, ensuring an overall variety of fieldwork placements for the student, and the greater good of the interests of all the students in the course. The goal of Level II fieldwork is to prepare occupational therapy students to be generalists. The AFWC will ensure the OTA students participate in a variety of fieldwork experiences. The OTA student can complete their fieldwork experiences in a minimum of one setting if it is reflective of a variety of practice areas and in a maximum of four different setting. (C.I.12)

The AFWC will ensure that there is an executed legal agreement, signed by both the facility and CMU, before the student starts the fieldwork experience. The responsibilities of the AFWC, the school, and the student will be clearly outlined in the contract. The AFWC and the site are responsible for communicating this information to the student.

The legal contract for the student will be scanned and uploaded to the appropriate MyCMU course under Resources and Materials for students to access. (C.I.6)

FIELDWORK REASSIGNMENT

When a student is on a fieldwork experience but is unable to complete the required hours, an alternative fieldwork may be assigned. Possible reasons for the fieldwork site being unable to provide the hours necessary may include, but not limited to the following:

- Family Crisis
- Health Status of the FWE
- Staffing changes at the site
- Conflict with the FWE
- Lack of patients at the fieldwork site

The AFWC and Program Director will decide on an individual basis whether the student will be provided with a fieldwork reassignment.

ADDING ADDITIONAL FIELDWORK SITES

There are two methods available to add fieldwork sites to the Central Methodist University Occupational Therapist Assistant Fieldwork Education Program

1. The AFWC recognizes a need to add a new site to the Program
 - a. The AFWC will research quality fieldwork education sites to contact to fulfill the current void in the program
 - b. The AFWC will contact the Fieldwork Educator at the fieldwork site to discuss a possible affiliation
 - c. If the site is also interested in pursuing an affiliation the AFWC will send the New Site Questionnaire to the site
 - d. The fieldwork educator will complete the New Site Questionnaire and return it to the AFWC
 - e. If the answers on the New Site Questionnaire indicate that the site will provide students with a quality fieldwork education, a new site packet will be sent to the site and the contract process between the University and the site will begin. The facility will become an affiliated fieldwork

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education site for the Program after the contract has been signed by both the facility and the Central Methodist University

- f. If the answers on the New Site Questionnaire do not indicate that the site would provide quality fieldwork education; the site will be notified that an affiliation will no longer be pursued
2. A fieldwork site contacts the AFWC to set up a new affiliation
 - a. The AFWC will discuss the potential affiliation with the Fieldwork Educator, gathering information including, but not limited to, the type of facility, the number of OT'/OTAs; opportunities available for students at the site and housing opportunities.
 - b. If the AFWC believes that the site will offer a quality fieldwork education experience, a New Site Questionnaire will be sent to the site. IF the AFWC believes that the site will not offer quality fieldwork education, the Fieldwork Educator will be notified that an affiliation will not be pursued.
 - c. If the answers on the New Site Questionnaire indicate that the site will provide students with a quality fieldwork education, a new site packet will be sent to the site and become an affiliated fieldwork education site for the program after the contract has been signed by both the facility and the Central Methodist University.

The completed New Site Questionnaires will be filed, either as affiliated sites or not. Notations as to why a site did not become affiliated will be attached.

SAFE/UNSAFE FIELDWORK PRACTICES

The CMU OTA program identifies safety as a basic human need. A safety need can be identified as physical, biological and/or emotional in nature. Safe practices are an academic requirement of each program.

Unsafe fieldwork practice shall be deemed to be behavior or emotional safety of the patients, caregivers, students, faculty, staff, or self. Unsafe or unprofessional fieldwork practice may result in:

- a performance conference and written report
- a probation conference and written report
- immediate withdrawal from the program. (If the occurrence is past the official college date for withdrawal from a course, the student will receive a performance grade of "F" for failure or "U" for unsatisfactory.)

The following examples serve as guides to these unsafe behaviors, but are not to be considered all-inclusive.

Physical Safety: Unsafe behaviors include but are not limited to:

- inappropriate use of side rails, wheelchairs or other equipment
- lack of proper protection of the patient which elevates the potential for falls, lacerations, burns, new or further injury.
- failure to correctly identify patients prior to initiating care
- failure to perform pre-procedure safety checks of equipment, invasive devices or patient status
- *Biological Safety:* Unsafe behaviors include but are not limited to:
 - failure to recognize and correct violations in aseptic technique
 - improper medication administration techniques / choices

- performing actions without appropriate supervision
- failure to seek help when needed
- attending fieldwork while ill
- failure to properly identify patient(s) prior to treatments

Emotional Safety: Unsafe behaviors include but are not limited to:

- threatening or making a patient, caregiver, faculty, staff or bystander fearful
- providing inappropriate or incorrect information
- performing actions without appropriate supervision
- failure to seek help when needed, unstable emotional behaviors

Unprofessional Practice: Unprofessional behaviors include but are not limited to:

- Verbal or non-verbal language, actions, or voice inflections which compromise rapport and working relations with patients, family members, staff, or physicians, may potentially compromise contractual agreements and/or working relations with fieldwork affiliates, or constitute violations of legal/ethical standards
- Behavior which interferes with or disrupts teaching/learning experiences
- Using or being under the influence of any drug or alcohol that may alter judgment and interfere with safe performance in the fieldwork or classroom setting.
- Breach of confidentiality in any form
- Failure to attend fieldwork sites as assigned or to inform FWE and Clinical Coordinator of absences
- Failure to make up absences in a timely manner

INCIDENT REPORTS

POLICY:

Incident reports are designed to report an incident potentially harmful to any individual (i.e. student, therapist, patient) to relay the facts of the incident and protect all individuals involved.

An incident report will be required if an incident occurs while the student is participating in a fieldwork education experience that could result in the student, the facility, or Central Methodist University being liable, or if the incident could result in harm to the patient or student (i.e. on the job injury, needle stick, patient fall, patient skin tear, student fall on the ice, etc.).

PROCEDURE:

Students should discuss the facility's policy on incident reports with their fieldwork instructors at the beginning of each fieldwork experience.

In the case where an incident occurs while the student is on fieldwork affiliation, an incident report should be completed by the student with the assistance of his/her FWE using the documentation of the facility. The Critical Incident Report below should also be filled out. The AFWC should be notified immediately.

The documentation required by the facility will be managed by the facility according to their process. The completed Incident Report Form will be returned to the AFWC and filed.

FIELDWORK GRIEVANCE

The student and/or Fieldwork Educator (FWE) should feel free and are encouraged to contact the AFWC at any point in the fieldwork experience to discuss the situation and/or seek suggestions for addressing potential/actual problem areas.

When difficulty arises with a fieldwork affiliation:

1. The Fieldwork Educator and the Student
 - a. Should strive to specifically identify the problems or areas of contention
 - b. Identify means through which the problems can be solved
 - c. Identify expectations as well as how and to what level the expectations must be met for satisfactory performance
 - d. It is best if this put in the form of a contract and signed by both the student and the fieldwork educator
 - e. Discuss whether a sincere effort will resolve the situation or whether the choice of another fieldwork educator would be beneficial
 - f. Feel free to contact the AFWC for assistance and suggestions
2. The FWE and Student
 - a. The Fieldwork Coordinator can provide suggestions to the FWE and the Student through which the problems can be resolved.
 - b. The problem areas, specific expectations and minimum level of satisfactory performance and the methods through which the problems will be resolved will all be documented.
 - c. It is encouraged that the AFWC should be contacted and included in the process
3. The AFWC, FWE and student
 - a. The AFWC will discuss problems with the parties as individuals and/or as a group via telephone conference call and/or a visit to the site.
 - b. Should the AFWC conduct a site visit, he/she may observe the FWE and the student in the clinic. However, it may be difficult to draw specific conclusions regarding the consistency of the FWE and student performance in this limited time of observation
4. Additional Site Visits
 - a. Once a resolution to the fieldwork difficulties has been reached and a plan to address the concerns is in place, the AFWC may perform additional site visits over the rest of the affiliation time to monitor the student and FWE performance
 - b. Retribution towards the student from the instructor, program faculty or any involved personnel is strictly prohibited.
5. Documentation
 - a. All meetings and plans will be documented and kept in the student's file in the AFWC's office. This should begin with the meeting addressing difficulty between the FWE and the student, and include subsequent meetings and plans.

The AFWC with input from the faculty will decide whether a student has successfully completed the fieldwork experience. If a student does not 'pass' they will receive a grade of U=Unsatisfactory. The student will be removed from the OTA program.

COMPLAINTS

Complaints regarding the program or the program graduates should be first addressed to the OTA Program Director:

Rebecca Fenton, MHA, COTA/L
 rfenton@centralmethodist.edu
 660-248-6366

Unresolved complaints or complaints about the OTA Program Director should be directed to the Chair of the Division of Allied Health

Megan Hess MSN, PhD
mhess@centralmethodist.edu
 660-248-6363

GRADE COMPILATION

Fieldwork grade compilation is based on a combination of skill attainment in the Central Methodist University Level I Evaluation Form or AOTA Fieldwork Evaluation Form, myCMU or clinic based fieldwork assignments, in-services and professional behaviors required during the affiliation. Attendance, professionalism and adherence to policies and procedures are also considered during the final grade assessment. All fieldwork coursework is graded on a pass/fail. CMU uses a specific grading scale (below) for courses OTA130-133:

Grade	Significance
X	failure (unofficial withdrawal)
W	official withdrawal
I	incomplete
P	credit/pass
F	no credit /fail

Students receive either a passing (P) or fail (F) grade for OTA 130-133. In order to receive a credit (P) grade, students must complete the following *four requirements*:

1. Must submit the completed *ACOTE Fieldwork Collaboration Form* (first week) to the AFWC.
2. For OTA 132-133, complete a mid-term check in message via CMU email to the AFWC.
3. For OTA132-133, student must receive a passing score as defined in the course objective section above on the *AOTA Fieldwork Performance Evaluation (FWPE)* and submit the original form to the AFWC.
4. Submit the completed *Student Evaluation of the Fieldwork Experience (SEFWE)* and submit the original form to the AFWC.

Failure to complete these *four requirements* may result in a delayed or fail (F) grade.

FIELDWORK ASSIGNMENTS

Students may be asked to present case studies on interesting patients seen during the affiliations. Learning experiences designed by the student's fieldwork supervisor must be completed in a timely manner to successfully complete the fieldwork affiliation. Students will be required to complete timely documentation during fieldwork training.

All students are expected to complete weekly assignments throughout the fieldwork experience which are assigned by the Academic Fieldwork Coordinator and will be posted under the appropriate course on MyCMU. Refer to the Assignments and Resource and Materials Tab for all FW forms. Students have been advised that these assignments may be in addition to assignments designed by the fieldwork educator. Students can turn in assignments/forms thru MyCMU upload or via email, however students need to take note of the forms that the AFWC needs original copies of, including but not limited to, the **FWPE** and the **SEFWE**. These forms are to be hand delivered or mailed to:

Kelly Rohrbach, OTRL
Academic Fieldwork Coordinator
Central Methodist University OTA department
411 Central Methodist Square
Fayette, MO 65248

COMPLETION IN A TIMELY MANNER

Students must have completed all of the didactic course work with a grade of C (75%) or better, have a GPA of a 2.0 or better and must be approved by the Occupational Therapy Assistant Program Director to progress to Level 2 Fieldwork courses. Both Fieldwork Level II courses (OTA 132 and OTA 133) must be completed within 18 months of the completion of didactic course work.

VI. STUDENT FORMS

1. Missouri Statute
2. Transcript to State Board
3. OTA Department's Policy Student Handbook Acknowledgement
4. Drug and Alcohol testing Policy
5. Student Acknowledgement and Consent Form
6. Clinical Release of Information
7. Behavior Contract
8. Dress Code Contract
9. Statement of Confidentiality
10. Student/Advisor mid-term review
11. OTA Program Behavioral Disciplinary Action Items

CENTRAL METHODIST UNIVERSITY
OTA Program

MISSOURI STATUTE

I, _____, agree to following statements:

Legibly Printed Name

I have read and understand the Missouri Section 324.086.1.

Legibly Printed Name

Student's ID #

Signature

Date

Central Methodist University

OTA Program

TRANSCRIPT TO STATE BOARD

I _____, _____, give permission to Central Methodist to send a copy of my final transcript to Missouri State Board of Occupational Therapy.

Legibly Printed Name

Student's ID #

Signature

Date

**This form to be used in Senior Year only.*

Central Methodist University
Occupational Therapy Assistant Program

OTA DEPARTMENT'S POLICY STUDENT HANDBOOK ACKNOWLEDGEMENT

I _____, _____, have reviewed and understand the Central Methodist's OTA Department's Policy Book.

Legibly Printed Name

Student's ID #

Signature

Date

Central Methodist University

OTA Program

DRUG AND ALCOHOL TESTING POLICY
STUDENT ACKNOWLEDGEMENT AND CONSENT FORM

I, the undersigned, hereby authorize laboratory testing of my blood, urine, and/or breathe for the presence of drugs, or alcohol prior to the start of and for the duration of my clinical OTA courses in the OTA Program at Central Methodist University. I give consent for the release of test result to the Program director, OTA Program, Central Methodist University, 411 Central Methodist Square, Fayette, MO 65248, for appropriate review and action as described in the rules and policies of the OTA Program.

I acknowledge that I have read the policies governing drug and alcohol testing for OTA students at Central Methodist University, and I have access to a copy of this policy in OTA Student Handbook.

I understand that this testing is not part of any medical treatment, treatment for illness, or therapy, I agree to hold harmless and release from all liability all physicians, employees and agents, who work to perform the testing or the disclosure of results from and against any claim, actions, or losses that arise as a result of the testing or disclosure of test results.

I agree to pay full costs of drug and alcohol testing.

Signature of Student

Date

Signature of Witness

Date

Central Methodist University,
Occupational Therapy Assistant Program
CLINICAL RELEASE OF INFORMATION

I, (print name) _____, give Central Methodist University's OTA Program permission to provide the clinical facilities that provide clinical experience opportunities with required information including but not limited to criminal background check results, immunization records, records of certifications, titer test results, and/or social security number. Furthermore, I understand that if I do not grant permission for the program to release this information to clinical facilities that provide clinical experience opportunities, I WILL NOT be able to be an OTA student with CMU.

Signature: _____ Date: _____

Central Methodist University

OTA Program

BEHAVIOR CONTRACT:

Use of electronic devices while a student in the Central Methodist University OTA Program.

Date_____

Student Name (Print) _____

I understand and agree to the following rules for the use of electronic devices in classroom, SIM lab and clinical settings.

1. NO photos, audio, or video recordings will be allowed in the clinical, SIM lab or classroom settings. This breaks HIPAA and FERPA regulations.
2. After obtaining permission from the Professor, only audio recording will be allowed in the classroom.
3. Recordings in the classroom can be used for personal use to enhance your learning experience; it cannot be used for anything else. Recording the professor also includes any and all classmate’s questions and responses, therefore any publication of any kind, including social media, is a violation of the confidentiality of your fellow students and professor. This will not be tolerated and is a FERPA violation.
4. Any misconduct will result in disciplinary measures which can include being expelled from the OTA program and/or Central Methodist University. Please refer to student code of conduct in the 2016-2017 student handbook for further details.

By signing this contract, I agree to adhere to the above rules and understand the potential consequences if I choose not to.

Student’s signature_____

Date_____

Examples of social media include but not limited to the following: Facebook, twitter, texting, skype.

Central Methodist University

OTA Program

DRESS CODE CONTRACT:

As the undersigned, I hereby acknowledge that I have read and understand the dress code and understand all expectations including potential disciplinary action due to noncompliance.

Legibly Print Name

Student ID#

Central Methodist University
OTA Program

STATEMENT OF CONFIDENTIALITY

As the undersigned, I hereby acknowledge my responsibility under federal and other applicable law to keep confidential any information regarding patients of any and all facilities utilized by the University, as well as all confidential information of the facilities. I agree, under penalty of law, not to reveal to any person or persons, except authorized clinical staff and associated personnel, information regarding any patient; and further agree not to reveal to any third party confidential information of the individual facilities.

I understand the utilization of photo, video or audio-taping capacity in any clinical setting is strictly prohibited and will result in the dismissal from CMU's OTA education program.

Legibly Print Name

Student ID#

Signature

Date

VII. FACULTY FORMS

1. Student Mid-Term Review
2. Student Semester Review
3. OTA Program Behavioral Disciplinary Action Items
4. OTA Program Academic Disciplinary Action Items
5. CMU OTA Program Test and Quiz Expectations:
6. Academic Conduct Policy
7. Corrective Action Memo

**STUDENT MID-TERM REVIEW
CMU OTA PROGRAM**

Mission: To provide OTA students with consistent semester evaluation and monitoring of progress and academic standing.

STUDENT NAME:	OTA TERM:
STUDENT ID:	COURSE MID-TERM GRADES: OTA _____: OTA _____: OTA _____: OTA _____: OTA _____: OTA _____:
STUDENT COMMENTS	ADVISOR COMMENTS
STRENGTHS:	
GROWTH AREAS:	
GOALS REMAINDER OF SEMESTER:	
OBJECTIVES: (REGISTER FOR CLASSES, REVIEW GRADES, TO DO List)	

Student signature

Date

Advisor signature

Date

**OTA STUDENT SEMESTER REVIEW
CMU OTA PROGRAM**

Mission: To provide OTA students with consistent semester evaluation and monitoring of progress and academic standing.

STUDENT NAME:	OTA TERM:
STUDENT ID:	COURSE FINAL GRADES: OTA _____ : OTA _____ :
ADVISOR:	OTA _____ : OTA _____ : OTA _____ :
GPA TO DATE:	OTA _____ :

RATING	DEFINITION
4 Outstanding	Academic and Behavioral Performance is extremely effective and greatly exceeds expectation
3	Academic and Behavioral Performance exceeds expectation
2 Successful	Academic and Behavioral Performance is consistent
1	Academic and Behavioral Performance does not meet standards, minor performance deficiencies
0 Unacceptable	Academic and Behavioral Performance fails to meet standards; major deficiencies noted

STUDENT RELATED COMPETENCIES: *The student is to complete this self-evaluation prior to meeting with their OTA Advisor.*

Area	Definition	Self-Rating	Advisor Rating
<i>Fieldwork, Didactic, & Community Involvement Criteria</i>			
Patient Care Process	Performs assessment/data collection in an ongoing and systematic manner, focusing on the physiologic, physiological and cognitive status of the patient. Formulates or follows a goal directed plan of care which is prioritized and based on the medical or nursing diagnosis and patient outcomes. Implements care in a knowledgeable, skillful, consistent and continuous manner by utilization of/adherence to predetermined standards that define the structure, process and desired patient outcome. Evaluates the effectiveness of self and care given by all health care team members, contribution of		

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	systems, environment, and instrumentation in progressing patients toward a goal.		
<i>Comments:</i>			
Budget and Supplies	Demonstrates accountability, how to access and prudently use supplies and the linkage of proper documentation to reimbursement.		
<i>Comments:</i>			
Technical Skills	Demonstrates appropriate competency in selected skills that are pertinent to areas of responsibility.		
<i>Comments:</i>			
Patient Education	Identifies patient/significant other's learning needs and implements appropriate measures to meet these. Demonstrates knowledge and competency in creation of client specific educational materials.		
<i>Comments:</i>			
Patient Rights/Legal Issues	Demonstrates awareness and sensitivity to patient/significant other's rights and legal issues in all aspects of patient care.		
<i>Comments:</i>			
Safety/Emergency Situations	Manages situations in a reduced risk manner and performs efficiently in emergency patient situations following effective protocols/procedures.		
<i>Comments:</i>			
Knowledge Base	Demonstrates knowledge of appropriate standards (student policies/protocols/procedures) and practices/acts in a manner that demonstrates adequate baseline knowledge. Familiar with age specific needs for the patient population served.		

<i>Comments:</i>			
Responsibility/Accountability	Demonstrates an awareness of responsibility and accountability for own actions, practice and behaviors.		
<i>Comments:</i>			
Teaching Others/ Self-Development	Participates actively in peer development activities in the classroom, during fieldtrips, service day events and during fieldwork experiences.		
<i>Comments:</i>			
Goals	Demonstrates an attitude of improvement; develops personal goals and meets goals/deadlines as identified in coursework.		
<i>Comments:</i>			
Quality	Prepares and submits work that is well-written, clear, thorough in nature, and evidenced-based.		
<i>Comments:</i>			
Delegation/Coordination	Receives delegated tasks and duties and demonstrates appropriate delegation to peers, with patients/clients, SOTA members, and within group/class activities.		
<i>Comments:</i>			
Communication	Demonstrates effective communication methods and skills. (Verbal and Written)		
<i>Comments:</i>			
Flexibility	Attendance is reliable, punctual. Participates in duties as identified by OTA Faculty or SOTA. Maintains a flexible approach to situations.		

<i>Comments:</i>			
Problem Solving/ Decision Making	Identifies problems, uses rational appropriate for the situation to act on the problem. Communicates problems or decisions appropriately. Handles conflict well.		
<i>Comments:</i>			
Research	Participates in research activity as requested or directed. Proficient in locating Evidence Based Materials.		
<i>Comments:</i>			
		Total Score	

Student Behavior Standards: *The student is to complete this self-evaluation prior to meeting with their OTA Advisor.*

Criteria	Definition			
	Rating	Outstanding (4)	Successful (2)	Unacceptable (0)
Positive Attitude	A positive attitude is focusing on what is useful, beneficial and worthwhile in each and every situation. Your attitude is displayed in your words, actions and facial expressions with your peers and clients.	Performance and attitude is consistently positive in spite of a variety of stress levels and situations.	Performance and attitude is generally positive but does vary and under a variety of stress levels and work situations. Can result in some fluctuation, but the expression of emotion, performance and attitude remains acceptable.	Reacts with a negative attitude or withdraws inappropriately under a variety of levels of stress and situations. Is often seen by others as being unfriendly, abrupt and/or uncooperative. At times complaints in front of peers, faculty, supervisors and clients. At times must be asked or directed to lend assistance when extra assistance is needed. Does not

				consistently demonstrate appropriate telephone skills; needs coaching to maintain professional image or appearance. Has been counseled regarding delivery of inappropriate service or unprofessional behavior.
<i>Comments:</i>				
Accountable	Accountable is being responsible for our actions and behaviors as they impact your peers, supervisors, professors, and your clients.	Self-initiates and anticipates problems. Consistently organizes and completes tasks both familiar and unfamiliar, seeking and obtaining new resources when appropriate. Positively contributes and impacts outcomes.	Usually identifies issues and processes needing improvement. Completes most tasks. Finds, organizes and uses resources as appropriate in situations that are new and different. Usually positively contributes and impacts outcomes.	Seldom identifies issues needing resolution. Seldom finds, organizes or uses available resources to compete tasks required, including unfamiliar situations. Often does not positively contribute or impact outcomes.
<i>Comments:</i>				
Responsive	Being responsive is being quick to respond in a sensitive manner to needs and expectations.	Effective in dealing with people even in difficult situations. Seeks opportunities to assist others beyond one's own work load. Seeks to improve peer relationships and environments.	Maintains satisfactory peer relationships with most people. Willingly assists others and accepts assistance when needed. Works well with other departments. Contributes positively to class and SOTA.	Often antagonizes and irritates others to an unproductive end. Gets along with a limited group of people. Unwilling to assist others. Unwilling to accept assistance when needed. Negatively impacts the classroom environment.
<i>Comments:</i>				

Teamwork	Teamwork is helping each other win and taking pride in each other's victories. No one person or department alone can provide for the comprehensive needs of our future clients. We achieve our goals and save lives by working together and problem solving as a team.	Removes barriers to problem solving. Readily presents own ideas and encourages ideas and suggestions of others. Helps others to support and implement team efforts. This attitude achieves win/win solutions to intra and inter program scenarios.	Reduces barriers to problem-solving. Readily presents own ideas and are usually open and responsive to ideas and suggestions of others. Supports, contributes to an implements team efforts. Develops win/win solutions to intra and inter scenarios.	Produces or maintains barriers to problem solving. Clings to own ideas and is unreceptive to ideas and suggestion of others. Openly opposes or passively accepts team efforts, but does not support or implement them.
<i>Comments:</i>				
No Excuses	A culture of no excuses acknowledges mistakes will be made and seeks to correct rather than rationalize or justify the problem.	Consistently acknowledges mistakes and takes "ownership" to ensure speedy solutions with the goal of peer and client satisfaction. Consistently moves beyond problem patching or fixing, to process improvement to improve peer and client experience. Willing to apologize.	Acknowledges mistakes and seeks to correct rather than justify the problem. Addresses issues as they arise, but must be directed to take the next step toward process improvement and takes into account the big picture of improved peer and client experience.	Rationalizes mistakes and fails to take responsibility or ownership to ensure speedy resolution. Fails to recognize opportunities for improvement. Disinterest in improving per and client experience. Defensive.
<i>Comments:</i>				
Exemplary	To serve as model or example of positive action. Strives for high performance standards and delivers results. Demonstrates technical	Is a recognized leader who can be counted upon to deliver high quality results with limited direction. Sets high standards and can handle unique assignments.	Completes most assignments on schedule and within prescribed deadlines. Effectively produces positive results on a broad range of tasks.	Falls below acceptable standards and requires improvements to remain in the program.

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	competence. Sets high standards for self, demonstrating integrity and superior customer service skills and peer leadership.		Provides appropriate follow-up to ensure tasks are accomplished, and goals and objectives are met.	
<i>Comments:</i>				
Responsibility	Responsibility is acting with initiative and courage and understanding that the program, our classmates and our clients are depending us. Understands the Syllabus	Consistently performs routine duties independently. Highly productive. Often seeks appropriate additional responsibilities. Consistently follows through. Displays high levels of enthusiasm. Continually offers constructive suggestions for improvement.	Usually self-guided, self-directed in the performance of routine duties. Usually production follows through when directed in areas of additional responsibility. Generally, displays enthusiasm. Presents constructive suggestions for improvement.	Often requires guidance and direction on the performance of routine duties, tasks, and assignments. Often unproductive. Lacks enthusiasm. Seldom presents constructive suggestions for improvement. Let's classmates down.
<i>Comments:</i>				
Service	Service is everything we do to exceed the needs and expectation of our professors, classmates, peers, community, supervisors, and clients.	Goes out of the way to make everyone feel they are respected and valued. Anticipates the needs of others and is widely recognized as one who gives extra efforts to satisfy those around them.	Establishes with peers and clients a clear understanding of their needs. Meets commitments on schedule. Builds relationships of trust with peers, faculty, clients, by consistently exhibiting fair, dependable and ethical conduct.	Often fails to meet commitments on schedule. Lacks sensitivity to customer problems and usually does not meet customer needs.
<i>Comments:</i>				

--

Student Strengths and Weaknesses: *(to be filled out by the student)*

Identify (3) Strengths	Identify (3) Weaknesses or Areas for Improvement

Student Goals for Semester: _____ *(to be filled out by the student)*

Goal #1	
Goal #2	
Goal #3	

Advisor Comments:

--

Peer Review Sheet: *(each student will complete an anonymous peer-review of an assigned classmate)*

Scores of (4) or Outstanding require specific examples to substantiate a perfect score.

Student Reviewed: _____

AREA	0	1	2	3	4
Patient Care Process					
Budget & Supplies					
Technical Skills					
Patient Education					
Patient Rights/Legal Issues					
Safety/Emergency Situations					
Knowledge Base					
Responsibility/Accountability					
Teaching Others/Self-Development					
Goals					
Quality					
Delegation/Coordination					
Communication					
Flexibility					
Problem Solving/Decision Making					
Research					
Criteria	Unacceptable (0)		Successful (2)		Outstanding (4)
Positive Attitude					
Accountable					
Responsive					
Teamwork					
No Excuses					
Exemplary					
Responsibility					
Service					
Comments:					

OTA PROGRAM BEHAVIORAL DISCIPLINARY ACTION ITEMS

Plagiarism Violation Course of Action:

- 1st offense, the student is instructed to rewrite the paper, place the information into their own words and provide proper citation. A full letter-grade reduction will be enforced.
- 2nd offense, the student will submit a written overview of plagiarism. The student will receive a grade of zero (0) on the assignment.
- 3rd offense, Academic misconduct proceedings will be initiated and submitted to the Dean. Probationary action may be taken. Dismissal from the OTA Program may be the recommended course of action.

Dress Code Violation Course of Action:

- 1st offense; Verbal Warning,
- 2nd offense: 1st Written Warning, student will submit a letter of apology, acknowledgement of the infraction, reflection regarding the importance of professional dress as a health care practitioner, and detailed course of personal action to avoid future occurrences.
- 3rd offense; 2nd Written Warning, student will receive final course-grade reductions of one letter grade and may be placed on probation.

Attendance Violation Course of Action:

- 1st offense, after 3rd occurrence student receives verbal warning record date
- 2nd offense, after 5th occurrence student receives written warning record date and is placed on probationary notice and reduction of final course-grades by one letter grade.
- 3rd offense, after 7th occurrence student receives 2nd written warning and committee action will be initiated. Probation may be initiated. Dismissal from the OTA Program may be the recommended course of action.

OTA PROGRAM ACADEMIC DISCIPLINARY ACTION ITEMS

Fieldwork Infractions Course of Action:

- 1st occurrence; written notice
- 2nd occurrence; remediation
- 3rd occurrence; probation and or suspension may be initiated.

Grading Progression, Exam Scores below 70% Course of Action:

- 1st occurrence, verbal notice
- 2nd occurrence, written notice
- 3rd occurrence, remediation. Probation may be initiated.

*These are suggestions, progression of action is largely dependent upon the course content and delivery methods. Faculty discretion will determine course of action depending upon how many exams are included within the course. In some cases, a faculty member may advance directly to written notice, then remediation.

Unsatisfactory Mid-Term Course Grade, <75% Course of Action:

- Student will attend an advisory meeting with professor and devise a plan of action to improve upon their course grade.

Probation may be implemented for, but is not limited to, the following:

- Unsatisfactory scholastic or clinical performance
- Unsatisfactory classroom or clinical attendance and punctuality
- Inability to maintain physical and mental health necessary to function in the program
- Unethical, unprofessional behavior, and/or unsafe classroom/lab or clinical practice
- Refusal to participate with a procedure
- Unsafe or unprofessional clinical practice that compromises student, patient, or staff safety
- Behavior which compromises classroom/lab experiences or clinical affiliations
- Failure to comply with all terms outlined in the Corrective Action Memo

Students are allowed no more than two probationary periods throughout the course of the program for academic and/or professional issues. Need for a third probationary period will result in withdrawal from the program.

CMU OTA PROGRAM TEST AND QUIZ EXPECTATIONS

Quizzes may be administered in two formats: scheduled online or spontaneously in class. Online exams will be administered via myCMU. All exams are to be completed individually; group participation will result in a grade of “F”. Quizzes & Exams given on day of class may not be made up. Missed exams may only be retaken under extreme hardship conditions. Students must provide OTA faculty with a minimum of 2-hours’ notice in such scenarios. In addition, students arriving to class on scheduled exam dates later than 15-minutes relinquish their opportunity to complete the exam and will earn a grade of zero for said exam. In all other events it is left up to the professor’s discretion; if a student contacts the professor with extenuating circumstances prior to the start of class or for pop quizzes.

Upon successful completion of the OTA Program students will be eligible to sit for their COTA board certification exam. The board certification exam is 4-hours in length, contains 200 questions, and a passing grade of 75% or better is required for obtainment of certification to practice. The COTA exam will cost \$515.00 per attempt. With this in mind the CMU OTA program embraces an exam remediation policy to encourage the success of our students.

Student Remediation: If a student scores lower than 75% on an exam remediation options will ensue.

Exam and Quiz Remediation Process:

Students are expected to score 75% or better on all tests and quizzes. All students will be given the opportunity to improve their exam grade, however for students scoring between 70-74% resubmission is required. For every question missed the student can submit the question with the correct answer and the page numbers and/or lecture reference for the correct answer. For each corrected exam question the student will receive ½ of the points lost. Students will be required to submit a paper copy of the test within two weeks. It is the student’s responsibility to submit a corrected test to the appropriate professor. Failure to submit a corrected test within two weeks will result in zero additional points being awarded.

Disciplinary action may be invoked under the following two circumstances:

- if a student scores below 70% of >50% of all quizzes administered within a class by midterm or,
- if a student scores below 70% on any one test or exam in any class.

Students will be subject to a disciplinary meeting with the professor and the program director. The student will be notified within one week of the test/exam by the professor or program director. The purpose of the disciplinary meeting will be to discuss the student’s performance. The student will be required to re-take the entire exam, proctored in The Learning Center, on their own time. The final grade for the exam will be an average of the first test and the re-take.

Final Exam:

OTA Program Final Exams will be administered during the final class session. Students will return during the scheduled finals week for exam feedback. Time will be devoted to discuss overall exam outcomes and review. Students will be given the opportunity to improve upon their final exam grade according to the same rules outlined above.

I, _____, understand the above policy. _____.

Student Signature Date

OTA PROGRAM TEST AND EXAM REMEDIATION

Student Name:	Date:
Student ID#:	OTA Term & Course#:
Quiz or Exam	

1st Occurrence Date: _____ Deadline for Action: _____
 2nd Occurrence Date: _____ Deadline for Action: _____
 3rd Occurrence Date: _____ Deadline for Action: _____
 4th Occurrence Date: _____ Deadline for Action: _____

DETAILS OF REMEDIATION ACTION:

You are formally being advised to bring to your attention the importance of this situation. Failure to comply with the remediation process will result in additional disciplinary action, a corrective action memo will be initiated for noncompliance. Corrective Action Memo's outlining a pattern of undesirable behaviors may result in dismissal from the OTA Program. By signing below, you acknowledge that you have received and understand the remediation process and this notice.

_____, I received and reviewed this corrective memo on _____.
 Student Signature _____ Date _____

 Faculty Signature _____ Witness Signature _____

Length of Counseling Session: _____ Date Counseled: _____

Central Methodist University
OTA Program
ACADEMIC CONDUCT POLICY

Central Methodist University believes that adhering to acceptable professional practices throughout life is a significant foundation of character and personal integrity. The University's Academic Conduct Policy applies to all forms of academic work, including but not limited to quizzes and examinations, essays and papers, lab reports, oral presentations, surveys, take-home tests, etc. Every student is responsible for understanding this policy. By registering at the University, every student accepts the obligation to abide by this policy. Students also are responsible for understanding the particular policy applications required by each of their instructors and to ask instructors to clarify any areas of uncertainty.

Academic Conduct requires that each person accept the obligation to uphold professional standards in all academic endeavors. Any conduct that unprofessionally represents a student's academic performance violates CMU's Academic Conduct Policy. Unprofessional practices include but are not limited to the following:

1. **Cheating** in any form (e.g., ghost-written papers; cheat sheets or notes; copying during exams, quizzes, or other graded class work; allowing anyone access to your courseware account to misrepresent their coursework as yours, or your coursework as theirs, etc.); _____initial
2. **Unauthorized Collaboration** with others on work to be presented in ways contrary to the stated rules of the course or the specifications of a particular assignment; _____initial
3. **Stealing** or having unauthorized access to examination or course materials,
4. **Falsifying Information** (records, or laboratory or other data); _____initial
5. **Submitting Work Previously Presented in Another Course** without the advance consent of the second instructor; _____initial
6. **Assisting Academic Misconduct** (intentionally or unintentionally) - This includes allowing any other student to use or submit your academic work or performance, or other academic work supplied by you, under a name different from the author of the work; and _____initial
7. **Plagiarism** includes but is not limited to (1) representing as your own work a paper, speech, or report written in whole or in part by someone else (from the un-credited use of significant phrases to the un-credited use of larger portions of material), including material found on the internet, (2) failing to provide appropriate recognition of the sources of borrowed material through the proper use of quotation marks, proper attribution of paraphrases, and proper reference citations. Always provide appropriate recognition of all borrowed materials and sources. _____initial

The University will discipline students for infractions of the Academic Conduct Policy with various sanctions which it deems appropriate, up to and including suspension or expulsion from the University. Penalties internal to a course, including grades and expulsion from the course, are at the discretion of the instructor. Students can appeal instructors' internal course penalties to the Committee on Academic Standards and Admissions, whose decision is final. Instructors must report all penalties which they impose for academic misconduct, with a brief account of the offense, to the Dean, so that all violations are recorded. For serious or repeated offenses, the Dean may impose further penalties beyond the course penalty. These penalties include but are not limited to notations in the student's file, notations on the student's transcript, probation, suspension, and expulsion. A decision by the Dean can be appealed to the Faculty Committee on Academic Standards and Admissions, whose decision is final. (<http://www.centralmethodist.edu/catalogs/clas/policies/sanctions.php>)

I, _____, have read and understand Central Methodist University's Academic Misconduct Policy.

Student

Signature

Date

Faculty Witness

Signature

Date

Last Reviewed: 11/9/2017 1:59 PM

**CORRECTIVE ACTION MEMO
OTA Program**

Student Name:	Date:
Student ID#:	OTA Term:
Category: Verbal Warning <input type="checkbox"/> Written Warning <input type="checkbox"/> 2nd Written Warning <input type="checkbox"/> 3rd Written Warning <input type="checkbox"/>	Violation*:

**Violation's may include the following infractions: Dress Code Violations, Safety Violation, Confidentiality Infractions, Insubordination, Policy Violation, Attendance/Tardiness, Plagiarism Infractions and other.*

1st Occurrence Date: _____ Course of Action: _____

2nd Occurrence Date: _____ Course of Action: _____

3rd Occurrence Date: _____ Course of Action: _____

DETAILS OF THE INCIDENT:

You are formally being disciplined to bring to your attention to the severity of this situation. Failure to correct this behavior and/or further violation of the concern/issue or policy will result in additional disciplinary action up to and including dismissal from the OTA Program. By signing below, you acknowledge that you have received and understand this notice.

I, _____, received and reviewed this corrective memo.
(print name)

Student Signature: _____ **Date** _____

Faculty Signature: _____ **Date** _____

Witness Signature: _____ **Date** _____

Length of Counseling Session: _____ **Date Counseled:** _____

REFERENCES

AOTA. (n.d.). *The Road to the Centennial Vision*. Retrieved from AOTA The American Occupational Therapy Association: <http://www.aota.org/aboutaota/centennial-vision.aspx>

Hase, S., & Kenyon, C. (2001). From Andragogy to Heutagogy. *ulitBase*.