

Student Handbook

Occupational Therapy Assistant Program

Class of 2028

(Entering Cohort 2026; Academic Year 2026/2027)



Dear Occupational Therapy Assistant Student:

We would like to take this opportunity to welcome you to the Occupational Therapy Assistant (OTA) Program and briefly discuss what you may expect while you are attending classes here at Cincinnati State.

The Occupational Therapy Assistant (OTA) Program at Cincinnati State Technical and Community College is rewarding and demanding. Our goal is to teach occupational therapy knowledge and professionalism. Each learning experience offered as well as our policies that define our expectations of you, the student, are designed to prepare you to be employable in a variety of treatment settings.

Occupational Therapy (OT) is an excellent field that offers a wide variety of choices in the types of clients you will work with and the treatment settings in which you may be employed. Our curriculum is structured to prepare you to be employable in a great many of these settings.

This manual is designed to provide information that you will need throughout your coursework. It also contains forms that you will have to use throughout the program. **Please save this document to your digital files for quick access.**

The faculty is also available for questions and guidance. Please schedule an appointment when necessary.

We are looking forward to working with you.

Best Wishes,

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**CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
STUDENT HANDBOOK**

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Schedule of Important Dates

Year 1:

August 14, 2026	Orientation to OTA Program
August 24, 2026	Fall Semester Begins-to Dec. 12, 2026 AOTA membership purchased by OTA Program in September. OOTA membership purchased by student due by October.
October 1, 2026	Completed Physical Examination due. Verification of Second Hepatitis B, TB, MMR Vaccination, background checks, and copy of valid CPR card due to Academic Fieldwork Coordinator (AFWC) *Students will be required to turn in all original documents <u>no earlier than 1 week prior</u> , and maintain copies for Portfolio. Failure to do so, can result in dismissal.
January 11, 2027 February 1, 2027	Spring Semester Begins- to May 1, 2027 Level I Pediatric Fieldwork Begins to 3/19-OTA 180
March 10-14, 2027	Spring Break!
May 10, 2027 June 1, 2027	Summer Semester Begins- to August 14, 2027 Level I Psychiatry Fieldwork Begins to 7/16-OTA 185

Year 2:

Fall Semester 2027	Phys Dys. Semester Begins Level I Adult Physical Disability Fieldwork Begins (4 th week) Current AOTA membership purchased by OTA Program September/OOTA membership purchased by student due by October.
Midterm of Fall 2027	Verification of Repeat Negative TB Testing (1-step) due to AFWC
Spring Semester 2028	Level II Fieldwork 1 Begins – Week 8
Summer Semester 2028	Level II Fieldwork 2 Complete OTA 242- NBCOT prep (dates TBD)
May, 2028	Graduation Ceremony from Cincinnati State –eligible to walk
July or August 2028	OTA Pinning Ceremony – Celebration of Program Completion!

Cincinnati State Technical & Community College

Institution Mission

Cincinnati State provides access, opportunity, and support in achieving success for individuals seeking exceptional technical, transfer and experiential/cooperative education and workforce training.

Institution Vision

Cincinnati State advances the educational and economic vitality of our state and region as the college of choice.

Institution Values

As a College Community:

- *Potential for Growth and Success*- We respect each student's background and celebrate their potential for personal growth and career success.
- *Access*- We foster a college environment where all individuals have access to the resources and support needed to succeed.
- *Experiential Learning*- We prioritize work-based learning through cooperative education, clinicals, internships, and other applied learning experiences that prepare students for great careers.
- *Belonging*-We strive to welcome and respect every individual.
- *Collaboration*- We work together on behalf of our students and employers to meet community needs.
- *Innovation*- We support innovative approaches to learning. We anticipate and effectively respond to the changing needs of those we serve.

Statement of Commitment

Cincinnati State declares:

1. We will educate students by means of free, open, and rigorous intellectual inquiry to seek the truth.
2. Our duty is to equip students with the opportunity to develop the intellectual skills they need to reach their own, informed conclusions.
3. We are committed to create a community dedicated to an ethic of civil and free inquiry, which respects the autonomy of each member, supports individual capacities for growth, and tolerates the differences in opinion that naturally occur in a public higher education community.
4. Our duty is to treat all faculty, staff, and students as individuals, to hold them to equal standards, and to provide them equality of opportunity, with regard to those individuals' race, ethnicity, religion, sex, sexual orientation, gender identity, and gender expression.

Board of Trustees

Cincinnati State Technical and Community College is governed by a nine-member board of trustees. All are appointed by the Governor of the State of Ohio.

The Cincinnati State Technical and Community College Board of Trustees normally meet on the fourth Tuesday of the month. Special meetings may be called as situations dictate.

MISSION AND PURPOSE STATEMENT OF OCCUPATIONAL THERAPY ASSISTANT (OTA) PROGRAM

OTA Program Mission

The **Mission** of this Occupational Therapy Assistant (OTA) program is to prepare the graduate as a competent entry-level generalist qualified to practice in the field of Occupational Therapy (OT), in order to meet community workforce needs through opportunities for experiential and cooperative education. Furthermore, the program strives to educate the OT community regarding current educational trends and practice issues, and to function within standards of the college, the American Occupational Therapy (AOTA), and Accreditation Council for Occupational Therapy Education (ACOTE).

OTA Program Vision

The **Vision** of the OTA Program is to advance the educational and economic vitality of the OT profession in the Tri-State area as the OTA program of choice.

OTA Program Purpose

The **Purpose** of the Occupational Therapy Assistant Program is multi-faceted. Major areas inherent in this program are:

1. To meet the Certified Occupational Therapy Assistant (COTA) workforce needs in the greater Cincinnati area.
2. To prepare competent entry-level Occupational Therapy Assistants with critical thinking skills, problem solving abilities, effective communication skills and ability to function within a diverse interprofessional healthcare team in a variety of potential practice areas.
3. To prepare students to successfully engage in a collaborative intra-professional relationship, and to advocate for the role of the OTA.
4. To prepare culturally competent students that will advocate for inclusion and equity regarding access to OT services.
5. To instill the values of lifelong learning, flexibility, creativity and leadership within an ever-changing healthcare system.
6. To serve as a resource to both the OT community and the community at large in providing information about current trends and emerging issues related to the practice of OT.
7. To enable student populations a variety of scheduling options and formats for education and training, including addressing diverse learning styles.
8. To prepare technologically competent students who are well-versed in current trends and evidence to support best practice in these areas, as well as demonstrate knowledge of local resources to support client outcomes and access.
9. To provide quality fieldwork education experiences in a variety of settings to ensure comprehensive exposure to all practice areas.
10. To function within the framework of the College's mission, policies, and procedures.
11. To function within the 2023 Accreditation Standards for an Associate-Degree-Level Educational Program for the Occupational Therapy Assistant of ACOTE.

A program Advisory Board composed of occupational therapy practitioners from a variety of practice settings in the community, as well as students and a community representative will help ensure that the program prepares the graduates to do this.

CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE

Occupational Therapy Assistant Program

Philosophy

In addition to adopting the AOTA Philosophy of OT Education (AOTA, 2018) and AOTA's The Philosophical Base of Occupational Therapy (AOTA, 2025), the Cincinnati State OTA Program's Philosophy includes more specifically the following beliefs:

It is the belief of this program that learning occurs most effectively when facts, concepts, and principles are *learned didactically with supporting hands-on experiences* in manipulating them. Thus, the students must be active participants in the learning process. This will enable the learners to integrate the concepts more effectively and efficiently, and apply them in a clinical situation.

It is also the philosophy of this program that *learning of skills to provide occupation-based approaches to therapy occurs both in the classroom and in clinical experiences*. Both didactic learning at the institutional level and experiential learning at the clinical level are actively utilized on-going throughout the program. This effort reflects the belief that the educational institution and the clinical sites function interdependently in the educational process.

Further, this program believes in the *creation of diverse and inclusive learning environments and occupations* where all students' life experiences contribute to a rich learning environment. Students are guided through a growth-oriented process to ensure the development of life-long learners who are culturally competent, compassionate, and inclusive of all future consumers of OT services.

Finally, it is the philosophy of this program that *obtaining knowledge and skills is a developmental process*. The curriculum establishes a building process where progression involves building a foundation, adding a framework and refining the concepts.

Philosophy of Occupational Therapy Education

Preamble

Occupational therapy education prepares occupational therapy practitioners¹ to address the occupational needs of individuals, groups, communities, and populations. The education process includes academic and experiential components (fieldwork, capstone, continuing education). The philosophy of occupational therapy education parallels the philosophy of occupational therapy yet remains distinctly concerned with beliefs about knowledge, learning, and teaching.

What Are the Fundamental Beliefs of Occupational Therapy Education?

Students are viewed as occupational beings who are in dynamic transaction with the learning context and the teaching–learning process. The learning context includes the curriculum and pedagogy and conveys a perspective and belief system that include a view of humans as occupational beings, occupation as a health determinant, and participation in occupations as a fundamental human right. Education promotes professional and clinical reasoning; critical thinking; cultural understanding; and the integration of professional values, theories, evidence, ethics, and skills. This approach will prepare practitioners to collaborate with clients to achieve health, well-being, and participation in life through engagement in occupation (American Occupational Therapy Association, 2014b). Occupational therapy education is an ongoing process that shapes a practitioner’s professional identity.

What Are the Values Within Occupational Therapy Education?

Enacting these beliefs to facilitate the development of a sound reasoning process that is client centered, occupation based, and theory driven while also encouraging the use of best evidence and outcomes data to inform the teaching–learning experience may include supporting

- Active, engaging, diverse, and inclusive learning within and beyond the classroom environment;
- A collaborative process that builds on prior knowledge and experience;
- Continuous professional judgment, evaluation, and self-reflection; and
- Lifelong learning and continuous advocacy for the profession and society’s occupational needs.

¹When the term *occupational therapy practitioner* is used in this document, it refers to both occupational therapists and occupational therapy assistants (American Occupational Therapy Association [AOTA], 2015). *Occupational therapists* are responsible for all aspects of occupational therapy service delivery and are accountable for the safety and effectiveness of the occupational therapy service delivery process. *Occupational therapy assistants* deliver occupational therapy services under the supervision of and in partnership with an occupational therapist (AOTA, 2014a).

References

- American Occupational Therapy Association. (2014a). Guidelines for supervision, roles, and responsibilities during the delivery of occupational therapy services. *American Journal of Occupational Therapy*, 68(Suppl. 3), S16–S22. <https://doi.org/10.5014/ajot.2014.686S03>
- American Occupational Therapy Association. (2014b). Occupational therapy practice framework: Domain and process (3rd ed.). *American Journal of Occupational Therapy*, 68(Suppl. 1), S1–S48. <https://doi.org/10.5014/ajot.2014.682006>
- American Occupational Therapy Association. (2015). Standards of practice for occupational therapy. *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410057. <https://doi.org/10.5014/ajot.2015.696S06>

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Adopted by the Representative Assembly Coordinating Council for the Representative Assembly, 2018

Note. This revision replaces the 2015 document *Philosophy of Occupational Therapy Education*, previously published and copyrighted in 2015 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410053. <https://doi.org/10.5014/ajot.2015.696S17>

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Citation. American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410070. <https://doi.org/10.5014/ajot.2018.72S201>

The Philosophical Base of Occupational Therapy

This AOTA Position Statement articulates the principles, values, and beliefs that guide the practice of occupational therapy. The document provides a foundation for entry-level education and supports advocacy.

The purpose of this Position Statement on the philosophical base of occupational therapy is to articulate the principles, values, and beliefs that guide the practice of occupational therapy. This document provides a foundation for entry-level education and supports advocacy.

Occupations are everyday activities that bring meaning and purpose to people's lives. They enable individuals, families, communities, and populations to participate fully in society. All people have an innate need and right to engage in meaningful occupations throughout their lives ([American Occupational Therapy Association \[AOTA\], 2020b](#)). Participation in occupations influences development, health, and well-being across the lifespan. Thus, participation in occupations is a driver of health and leads to adaptation.

Occupations occur within diverse contexts that include environmental and personal factors. The quality of occupational performance and the experience of each occupation are unique in every situation. This is due to the dynamic relationship among various factors. These include elements within the person, group, or population, such as performance patterns, performance skills, and personal factors. The characteristics of the occupation and the context in which the occupation occurs also play a key role.

The focus and outcome of occupational therapy is to help people engage in meaningful occupations that support their personal goals and well-being. These goals

may include improving their occupational performance, promoting prevention, and enhancing health and wellness. Occupational therapy also aims to improve quality of life, participation, and role competence, and it promotes occupational justice ([AOTA, 2020a, 2020b](#)).

Occupational therapy practitioners provide services in a variety of settings and conceptualize occupations as both a means and an end in therapy; that is, there is therapeutic value in occupational engagement as a change-maker, and engagement in occupations is also the goal of therapy.

Occupational science supports the practice of occupational therapy through studying the relationship between occupation, health, and well-being and the influences that shape occupation ([Backman et al., 2021](#)). Occupational scientists explore concepts that affect a person's engagement in occupation, such as occupational justice and injustice, identity, time use, satisfaction, engagement, and performance, as they relate to participation in occupation.

Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, group, and population health is at the core of occupational therapy practice, education, research, and advocacy.

References

- American Occupational Therapy Association. (2020a). AOTA 2020 occupational therapy code of ethics. *American Journal of Occupational Therapy*, 74(Suppl. 3), 7413410005. <https://doi.org/10.5014/ajot.2020.74S3006>
- American Occupational Therapy Association. (2020b). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(Suppl. 2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>
- Backman, C. L., Christiansen, C. H., Hooper, B. R., Pierce, D., & Price, M. P. (2021). Occupational science concepts essential to occupation-based practice: Development of expert consensus. *American Journal of Occupational Therapy*, 75, 7506205120. <https://doi.org/10.5014/ajot.2021.049090>

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Adopted by the Representative Assembly Coordinating Council for the Representative Assembly, April 2025.

Note. This revision replaces the 2017 document “Philosophical Base of Occupational Therapy,” previously published and copyrighted in 2017 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045P1. <https://doi.org/10.5014/ajot.2017.716S06>

Citation. American Occupational Therapy Association. (2025). The philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 79(Suppl. 3), 7913410200. <https://doi.org/10.5014/ajot.2025.79S301>

Curriculum Design:

Relationship to the Educational Goals of the Program:

The Program Learning outcomes align with the educational outcomes of ACOTE. The following goals are embedded into the content of the program:

- Have acquired an educational foundation in liberal arts and sciences, including a focus on cultural context.
- Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
- Have achieved entry level competence through a combination of academic and fieldwork education.
- Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation.
- Be prepared to articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, school, work place, community, and other settings.
- Be able to apply occupational therapy interventions to address the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, wellbeing, and quality of life.
- Be prepared to be a lifelong learner and keep current with best practice.
- Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
- Understand the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.
- Be prepared to advocate as a professional for the occupational therapy services offered and for the recipients of those services.

Related to the Needs of the Local Community:

The general basis for the selection of the content, scope and sequence of the curriculum is centered around the region, community, type of students in the program, and the health delivery system the graduates are expected to serve. Cincinnati is located in a tri-state area which includes southwestern Ohio, southeastern Indiana, and northern Kentucky. Cincinnati State Technical and Community College is the only OTA Program in this community. The Cincinnati area has a large network of healthcare companies including several large hospital systems, and many smaller companies and public/private clinics and other facilities that provide OT services. Also located in the Cincinnati area is Xavier University, Northern Kentucky University, Wilmington College, and University of Cincinnati – all of which have OT academic programs. For those reasons, the OTA Program works to connect students with local healthcare resources through fieldtrips

(i.e. Cincinnati OT Institute, MobilityWorks, May We Help and Perlman Center), and with OT students to learn role collaboration (i.e. XU/UC-OT/OTA Collaboration Workshop and a collaboration project with Wilmington College).

Curriculum Content/Scope/Sequence (Intervention/Assessment):

The OTA program spans for 6 semesters that allow the student the opportunity to integrate information in the following way: conceptual information--practice intervention techniques and assessments in a lab--application content from both areas at a clinical setting.

- *In semester 1*, foundational courses are taught.
- *In semesters 2-4*, intervention and assessment specific content is taught in the following order:
 - a. children and youth,
 - b. mental health,
 - c. physical dysfunction/productive aging

During those semesters (2-4), students learn course content through lecture focused on concepts of intervention and use of assessment tools that inform understanding of client profile/factors, performance skills/patterns, contextual/environmental factors, and activity demands to grasp and influence occupational performance. Students participate in lab where they utilize the interventions and assessments they were exposed to in lecture. Finally, they experience a Level I fieldwork placement in areas related to those practice settings where they can practice intervention and assessment tools.

The students, therefore, receive didactic as well as clinical application experiences for each population group (children, mental health, and physical dysfunction). The combination of these three learning experiences should maximize efficient integration of the content.

- *In semester 5*, students participate for 7 weeks of the semester in coursework to prepare for clinical experience, and use the remaining 8 weeks to complete Level II fieldwork.
- *In semester 6*, the final semester, students complete their second Level II fieldwork rotation and one additional course (OTA 242) to prepare them for certification, licensure and employment.

General to Specific to General:

The technical courses (i.e., core OTA courses) are sequenced from general (foundational knowledge) to specific (application to diagnostic groups treated by OT) to general (application/analysis with persons, families, populations, communities across the lifespan).

- Basic information about the profession of occupational therapy is provided to the students first. That is, they receive an introduction to the profession and to basic intervention concepts and techniques. They also learn typical development before exploring disease and disability.
- That is followed by coursework directed towards the following major areas: Children and Youth, Mental Health, and Adult Physical Dysfunction/Productive Aging. Topics relating to Children and Youth and Mental Health are offered first. Adult Physical Dysfunction and Productive Aging will then be presented in the

second year.

- The final didactic semester reverts to general courses that allow the student to integrate client intervention knowledge in a summative course and apply this to the practical aspect of the fundamentals of OT practice necessary for Level II fieldwork.

Developmentally Based:

In many respects, the program follows a curriculum design that is Developmentally Based. The OTA program curriculum stresses knowledge with focus on a variety of occupational performance models. This information is addressed in general in the first semester and then specifically in each subsequent semester. The human being is looked upon as continually growing and developing from birth to death, as this occurs in typical development, quality of life is attained by development in all 9 areas of occupational performance as defined by the OT Practice Framework (4th ed). When disruption in development occurs, a balanced lifestyle in terms of occupational performance cannot be maintained. Subsequently, individuals experience a decline in quality of life and/or health.

The curriculum also addresses typical development and principles of human occupation through the lifespan. It then addresses pathology/disruption in these two areas. It is the belief of the faculty that one cannot fully understand atypical circumstances without first understanding typical. The human being is viewed in a holistic manner and in terms of occupationally based quality of life following developmental disruption.

Also, important to note is that the curriculum builds as the student moves to later semesters in the program. It is imperative that students gain knowledge in sequence to thoroughly grasp an understanding in order to be prepared for clinical reasoning.

Courses that are taught in the first semester focus on foundations that are emphasized in more detail for the remainder of the curriculum through the 2nd year in preparation for clinical Level II fieldwork. For example, movement analysis is introduced in the first semester in Fundamentals of OT Practice (1st year) and then further explored in more detail during Kinesiology (2nd year).

Evaluation methods used with students reoccur frequently during the curriculum and many of those increase in complexity with higher performance expectations as the student gets closer to their Level II fieldwork.

Variety of Learning Styles:

The types of students that the program is likely to serve include both traditional and non-traditional college students. There will typically be a mixture of age, gender, cultural/ethnic backgrounds, and prior academic experience, as well as a mixture of abilities (i.e., students with physical, emotional, and mental support needs). Thus, the curriculum reflects a variety of experiences designed to meet varied needs of the student group. Visual, auditory, and kinesthetic learning methods are used to reinforce learning. For all technical courses, evaluation of readiness to continue in the curriculum sequence is assessed with a variety of methods, not limited to exams. Program exams are designed to prepare graduates to successfully pass the national board exam.

To provide a comprehensive learning experience, organization of the curriculum is that of a developmental hierarchy of learning. "Bloom's Taxonomy" is utilized in curriculum course and session planning. Three domains of learning are considered: cognitive, affective, and psychomotor. Within each domain of learning, three progressive levels of complexity are incorporated: knowledge, application, and analysis.

Naturalistic Learning Environment:

The Program is located within a house-Eileen Berke Occupational Therapy Center. Evidence suggests that the OT Center would assist to reinforce the students' learning through hands-on experiences in a realistic home environment for practice. This unique setting enhances situation specific practice and intervention training.

Common Threads for the Curriculum include:**1. Client-Centered and Occupation-Based Interventions:**

It is the belief of the faculty that occupational therapy provides a distinct value to the healthcare team. The core of that value lies within therapeutic focus on areas of occupation. In addition, client specific focus is essential to address the needs of clients served by OT. Students in the OTA Program are placed in various service delivery environments reflective of current practice in the profession and are encouraged to utilize a client-centered, occupation-based approach to practice.

As a result, client-centered practice is introduced in the first semester and then occurs consistently throughout the remainder of the coursework. Students are required to identify rationale for how their choice of therapeutic intervention is both related uniquely to the client.

Also reinforced is the need to maintain an occupation-based focus on provision of therapy services. The 4th edition of the *Occupational Therapy Practice Framework (OTPF)* is used throughout the curriculum to educate students about the practice of OT and the unique benefits of occupation. Students learn basic concepts about the OTPF in their first semester OTA courses (OTA 100, OTA 105, OTA 106) and those concepts are then threaded throughout the entire curriculum as they become more complex.

It is the expectation that students will gain understanding about the importance of utilizing client-centered and occupation-based approaches to provide a distinct value to the occupational therapy process and team.

2. Evidence Based Practice:

It is the belief of the faculty that current practice in occupational therapy needs to be supported by evidence and research to provide occupational therapy best practice in the most effective way.

As a result, students in the OTA Program are required to understand basic principles of research, learn how to find sound evidence, and to use it to support their clinical reasoning for a variety of practice decisions.

It is the expectation that students will develop an understanding about the impact of evidence on the practice of OT throughout the curriculum, through course assignments and projects that are tied to evidence as support for clinical reasoning. Students are expected to provide clear evidence-based rationale for their intervention choices.

3. Health Information Literacy:

It is the belief of the faculty that client education to persons/groups/populations is crucial for obtaining strong functional outcomes as a result of OT services. It is also the belief of the faculty that education through effective teaching and learning processes is essential for students to understand so that they can provide best practice outcomes.

As a result, the OTA Program has chosen to focus its Scholarship Agenda on the *Scholarship of Teaching and Learning* which “involves the systematic study of teaching and/or learning and the public sharing and review of such work through presentations, publications, and performances” (McKinney, 2007, p. 10). Emphasis on knowledge of best practice for educating clients and their families is evident throughout the curriculum with a majority of assignments and examinations to measure student competency. Health Information Literacy is infused into lectures during each of the first four semesters including principles of prevention, and enhancing health and well-being. During the fifth semester, students complete a Community Service Project for OTA 241 that represents a culmination of the content learned which is presented to the community agency they served as well as the institutional community.

It is the expectation that students will develop strong skills in teaching and learning throughout the curriculum to enhance their ability to provide their clients with the information they need to make informed decisions.

McKinney, K. (2007). *Enhancing learning through the scholarship of teaching and learning*. San Francisco: Jossey-Bass.

4. Advocacy for the OT Profession:

It is the belief of the faculty that advocacy for the profession of occupational therapy is essential at the local, state, and national level. Advocacy is an important focus as it relates to the profession of OT as well as for the persons (individuals), families, groups, populations, and communities served.

Students in the program learn about advocacy for the profession throughout the curriculum and in the final didactic semester with a Community Service Project. Students are required to maintain membership in the American Occupational Therapy Association to remain current on national trends that affect the profession. Participation in the state/local OT associations is also required (Ohio Occupational Therapy Association). They are provided with frequent opportunities to be involved with advocacy efforts both locally and nationally for academic credit. Students are required to complete one advocacy activity each semester which is submitted to their final portfolio to showcase their commitment to promoting the profession and those that it impacts.

It is the expectation that students will develop an appreciation and understanding about the importance of advocacy for the profession and its clients, and will transfer that practice into their careers as life-long advocates for the profession.

Cincinnati State College OTA Program Learning Outcomes-

Upon graduation, students are be expected to:

1. Demonstrate an understanding about the importance of cultural competency, humility, and sensitivity, including a focus on client factors.
2. Demonstrate knowledge about different delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
3. Articulate and apply knowledge about the importance of using client centered occupational therapy principles and intervention tools to achieve expected outcomes.
4. Design occupation-based therapeutic interventions with individuals or groups for the purpose of participation in roles and situations in home, school, work place, community, and other settings.
5. Safely apply occupational therapy interventions to include the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, wellbeing, and quality of life, in pediatric, psychiatry, and physical dysfunction settings.
6. Recognize and articulate the importance of being current with best practice and public policy through involvement in state and/or national associations.
7. Demonstrate an understanding about ethical OT practice through the ethical standards, values, and attitudes of the occupational therapy profession.
8. Understand and distinguish between the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process related to clinical practice.
9. Identify the need to advocate as a professional for the occupational therapy services offered and for the recipients of those services.
10. Develop and achieve entry level competence as an OTA through a combination of academic and Level I/II fieldwork education.

Accredited Occupational Therapy Assistant Program:

Accreditation

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814.

Phone: (301) 652-6611. Website: <https://acoteonline.org>.

Graduates of the Occupational Therapy Assistant program earn an Associate of Applied Science degree, and are eligible to sit for the national certification examination for the Occupational Therapy Assistant, administered by the National Board for Certification of Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA).

In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. In the state of Ohio, graduates are also currently required to have a Background Check completed prior to obtaining licensure for the first time. Students will be provided information regarding the licensure process during the final semester of the program.

All OTA students must complete Level II fieldwork within 20 months after completing academic coursework preparation.

Cincinnati State Technical & Community College
Occupational Therapy Assistant Program
Semester Curriculum Design

Fall Semester (Year 1): Intro to OTA – OTA 100 Theory of OT – OTA 105 Techniques of OT – OTA 106 Clinical Competency Foundations- OTA 107
Spring Semester (Year 1): Concepts and Skills of OT: Peds – OTA 120 Therapeutic Media for OT: Peds – OTA 121 Level I Fieldwork: Peds – OTA 180
Summer Semester (Year 1): Concepts and Skills of OT: Psych – OTA 110 Therapeutic Media for OT: Psych – OTA 111 Level I Fieldwork: Psych – OTA 185
Fall Semester (Year 2): Concepts and Skills of OT: Phys Dys – OTA 230 Therapeutic Media of OT: Phys Dys – OTA 231 Level I Fieldwork: Phys Dys – OTA 280 Kinesiology for OT – OTA 233
Spring Semester (Year 2): Fundamentals of OT Practice 1– OTA 241 Therapeutic Media Analysis for OT – OTA 245 Level II Fieldwork (1) – OTA 294
Summer Semester (Year 2): Level II Fieldwork (2) – OTA 295 Fundamentals of OT Practice 2 -OTA 242

Additional courses in the OTA curriculum include: FYE 1XX, Anatomy and Physiology I & II (BIO 151 and 152), English (ENG 101 & 102/103/104), Math (MAT 105 or any 3 cr college level math), Psychology (PSY 110), and Sociology (SOC 105).

CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE
Occupational Therapy Assistant Program
VERY IMPORTANT!!

Program Curriculum

The curriculum for the Occupational Therapy Assistant Program is written to span all semesters of the academic year for 2 consecutive years. It is possible, however, to arrange your schedule to reduce the amount of work requirement by working ahead with the non-OTA courses.

All academic coursework must be completed prior to initiating your first Level II Fieldwork.

***Note: It is your responsibility to monitor your own progress by conducting an Academic Evaluation (Degree Audit) on yourself before each semester to ensure you have met the program requirements. Any student who is out of compliance may be removed from the program.*

Please note: Because the curriculum is carefully developed to enable successful learning of the content, non-OTA courses that accompany the program specific courses can be taken ahead of time but not after the semester it is designated for. **NO EXCEPTIONS!** For example, English Composition I is listed during the first semester of the program so it cannot be taken any later than the first semester.

In addition, the OTA courses cannot be taken out of sequence, no exceptions!

CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE

Occupational Therapy Assistant Program

OTA Program Policies

This is a demanding and rigorous curriculum. To ensure success in the program and on your certification exam, the following policies have been created:

Attendance

Students are expected to attend all lecture, lab and fieldwork class/seminar sessions in their entirety. However, it is understood that extreme circumstances may occasionally prevent a student from attending.

An absence is defined in the following manner:

Students who miss greater than 15 minutes of a 50-minute course.

Students who miss greater than 20 minutes of a 80-minute course.

Students who miss greater than 30 minutes of a 2-hour course.

Students who miss greater than 50 minutes of a 3-hour course.

This involves class time missed due to late arrival, leaving for a portion of the class or leaving early.

No more than the below listed number of class periods can be missed without needing to retake the course regardless if the absence is considered “excused” or “unexcused”. The only exception is if the student has received approval Cincinnati State’s Absence for a Religious Observance policy (See policy on pg. 27). Absences for a Religious Observance are counted in the total number of class period absences for a course. For instance, if a student is attending a 14 week/16 week course that meets two times a week and has prior approval for religious observance they have used 3 of the 4 maximum periods.

Course Duration	Times per week	# of periods
14 week/16 weeks	1x week	2 class periods
14 week/16 weeks	2x week	4 class periods
11 weeks	2x week	3 class periods
7 weeks	1x week	1 class period
7 weeks	2x week	2 class periods
Any course below 7 weeks		1 class period (only if absence is personal illness Dr. note for contagious infections; emergency)

College holidays, closures, and instructor related cancellations are not counted as periods missed. Periods missed are defined as class is in session and the student is absent for an excused or unexcused reason.

A student must notify their instructor that they are going to be absent 2 hours before the scheduled class session. Prior notice of absence is set as a professionalism expectation to prepare the student for the occupational therapy workforce. Failure to do so results in the absence to be recorded as “unexcused”. Instructor discretion can be used to determine “excused” vs. “unexcused” notice if there is a last-minute emergent situation. **Any student who fails to contact the course instructor directly (themselves) will not receive any consideration.**

For all lectures, labs, and fieldwork seminars, students will be permitted to be absent for “excused” medical (illness/injury) or emergency issues only. All “medical” or “emergency” absences will be allowed only at the discretion of the faculty and requires the following documentation. Excused absences must be related to your primary caregiving role, personal illness/injury, or emergency and must have documentation. Excused documentation examples include but are not limited to a Dr. note, emails regarding child absence from daycare, preschool, or school due to illness, documentation of emergency roadside service, or memorial cards for close family members. The total number of absences per type of course type cannot be exceeded regardless of “excused or unexcused” (See p. 25 of the OTA Handbook).

*Falsifying documentation will result in immediate expulsion from the program.

*Students who feel as if they are ill will be permitted to attend class using a mask and social distancing, prior to any medical diagnosis.

Any absence which is not “medical” or “emergency” will be considered “unexcused”. “Unexcused” absences result in a **5 percent deduction from the final** grade score for *each occurrence* missed in each course impacted. Vacations and non-emergent trips are considered unexcused during the program. The only exception to this policy is trips planned (booked/paid for/non-refundable in students name) prior to accepting a position in the cohort at the beginning of the program. Exceptions must be approved by the program chair and requires documentation prior to the start/restart of the program. This allowance is at the discretion of the program chair and cannot exceed the maximum absences reported for the course provided in OTA the handbook. A student maybe asked to delay entry to the program if preplanned trips prior to acceptance for the following potential reasons, absence impacts key learning or assessments, exceeds the maximum allotted absences per course in the OTA handbook, the type of trip, a wait list exists to enter the program etc. Each absence regardless of “excused” or ”unexcused” will require a make-up assignment (OTA Handbook p. 27).

Virtual attendance for a lecture missed may be permitted but the in-person absence will still be recorded. Virtual attendance in a lecture will only be allowable with medical documentation of an infectious disease, (i.e. strep) or an emergency. Virtual attendance in lectures can waive the make-up assignment requirement.

No virtual attendance will be permitted for lab courses. Lab activities are experiential in nature and the student must actively participate in order to learn. The material is such that the student is not able to obtain the information through reading a book or listening to the discussion alone. For each lab type class (106, 107, 111, 121, 231, 245) students will follow the policy for lecture-type classes with make-up assignments required for absences to be arranged by the instructor (OTA Handbook pg. 27).

Lack of completion for the makeup assignment will result in the instructor posting a course grade of “I” (Incomplete) unless the requirement was waived by the instructor due to the nature of the absence and the impact to delivering course content. The rationale behind this policy is that course lab and lecture attendance is mandatory in order for the student to meet the objectives of the course.

Makeup Assignment for Missed Class Policy:

1. Whenever a student has an excused or unexcused absence from class, they will be responsible for completing a makeup assignment. This is waived if virtual attendance occurred for lecture courses that in-person was missed due to documented contagious illness. Instructors can waive the makeup assignment in excused emergency/significant illness circumstances in which the additional work would not be beneficial to learning objectives.
2. The makeup assignment will be based on the topic discussed on the day of the missed class.
3. Students will locate a research article on the assigned course topic (AJOT, CJOT etc.)
<http://otpotential.com/blog/list-of-ot-journals>
4. Students will complete a literature review paper on the article of their choice in APA format for each absence. Lab courses could assign an alternative assignment when it better supports the course objectives.
5. Students will have until last day of class to complete the make-up assignment unless otherwise approved by the instructor. Late assignments will be scored as an incomplete for the course until finished and the student will lose professionalism points in the course for a late submission.
6. Students will receive a course grade once the makeup assignment is complete.
7. The students are responsible for taking the initiative on the make-up assignment, not the instructor's.

Students are responsible for getting all information and handouts in case of an absence.

Any deviations from the above policy will be considered on an individual basis and will be up to the discretion of the faculty with input from the program chair. Each situation will be evaluated individually.

Note: It is not expected that faculty will have to make additional arrangements to help with content missed. In extreme cases, students who are unable to pass assignments, etc. due to absence may result in unsuccessful completion of the course. When absent, students should expect to have additional steps that need to be taken to stay caught up with other students in the cohort.

Absence for Religious Observance

Students are permitted to request up to three days each semester for an excused absence from class for observance of a religious holiday (or to take part in organized activities conducted under the auspices of a religious or spiritual belief system) that is part of the student's sincerely held religious beliefs and practices. Refer to the College Website for the procedure required to be used and the e-form process to be completed. Approvals are based upon review by the college administration. <https://www.cincinnatistate.edu/catalog-academic-policies/religious-observance-policy/>

Virtual Attendance

Any student who attends a lecture class via virtual means will be required to turn camera on and actively engage in the discussions. This is scheduled class time. No student will be permitted to be at work or distracted by other outside activities (i.e. driving, caretaking). Students must remain focused at all times. Failure to comply with result in being marked as "unexcused" absent and could cause the class meetings to be conducted in person.

Fieldwork Attendance

IN THE CASE OF AN ABSENCE FROM FIELDWORK, THE STUDENT MUST NOTIFY BOTH THE FIELDWORK SUPERVISOR AND AFWC AT CINCINNATI STATE. **FAILURE TO NOTIFY THE AFWC WILL RESULT IN ADDITIONAL ASSIGNMENTS FOR COMPLETION OF THE COURSE AND POSSIBLE REMOVAL FROM THE SITE.

Students are expected to attend all scheduled days for Level II fieldwork (320 hours-8 fulltime weeks) including seminar sessions at the College. Students are required to make up all time missed at the convenience of the site and supervisor. Students are expected to complete a total of 56 hours (7 weeks/8 hours each week) for Level I fieldwork. Failure to do so results in a possible unsuccessful grade for the course. Additional action and/or point deductions may result at the discretion of the faculty. Level II absence will be made up at the discretion of the supervisor, which may include weekends or an extension of the rotation. Fieldwork supervisors may not be able to extend makeup opportunities, which could lead to removal from the site or require time to be made up at an alternative location, which could delay finish time.

As indicated in the HPS Division Handbook, “Any student with a diagnosed infection may not participate in a clinical assignment while infectious.” NO exceptions! This can be grounds for dismissal from the clinical site as well as the program. At the discretion of the supervisor, the student may need documentation to clear them from illness prior to return to the FW site. Any time missed due to illness must be made up to meet the required number of hours. Fieldwork absences require documentation of illness/emergency in order for the absence to be deemed an excused absence to be sent to the AFWC. All vacations and non-emergent trips during fieldwork are considered unexcused and are not allowed.

Tardiness

It is expected that students arrive to class in a timely manner. Tardiness will not be tolerated. Tardiness is defined as 5 or more minutes late to class, including not being in the classroom seat for the start of the lecture/lab. Two incidences of tardy will be allowed. Any student who is tardy a 3rd time will earn a 1 percent deduction for each incidence. This will come off of the final course percentage earned. Consistently being late to class within less than 5 minutes will result in a deduction of Professionalism points.

Students are responsible for getting all information and handouts given during the time they missed due to tardiness. In class assignments missed due to tardiness will not be allowable for credit. Assignments due at the start of class will be considered late and will receive a zero without prior approval. Any deviation from the above policy will be considered on an individual basis and will be up to the discretion of the faculty.

This includes class time missed due to late arrival or leaving early, being gone for an extended period during class, and not returning to class in a timely way during a scheduled break.

Dress Code

Students are expected to dress in a manner that promotes professionalism and safety during simulations on campus. Please use the following guidelines to determine appropriate dress while on campus and attending the OTA courses:

- *Shoes* – non slip type shoes with good support; no sandals, no crocs, or open toed/or ballet type shoes in lab or fieldwork; socks or stockings are encouraged.
- *Pants* – Long pants, shorts or capris are acceptable; no lowrise pants; no midriffs showing; no destroyed, torn, ripped clothing; Dockers style pants are best; clean, ironed scrubs are also acceptable. Shorts are permitted but must be mid-thigh length. Shorts and leggings are not permitted for fieldtrips or guest lectures.
- *Shirts* – Scrub tops of appropriate size must be worn for fieldwork AND also during any lab competency test. For your shirts, make sure that all trunk skin is covered thoroughly. In the event that you are showing excessive skin on your trunk, you will be asked to change clothes and not permitted in the class/lab until that is done. If you don't have additional clothing, it will be provided in the lab. No midriffs showing or trunk skin exposed. In labs, no halter or tank top styles within view, including spaghetti straps unless directly permitted by faculty for the purposes of completing practicum competencies such as range of motion testing. Underclothing (bras/underwear) are required and need to be covered with shirts and pants completely! T-shirts are acceptable as long that they don't contain profanity or unprofessional wording.
- *Tattoos/piercings* – Use discretion in exposing tattoos and body piercing; while on clinical assignments, students are only allowed a single, stud earring in each ear and exposure of tattoos must meet the clinical dress expectations of the fieldwork site; no tongue piercing allowed at the clinical sites; facial piercing must be removed before going to the clinical site for safety.
- *Clinical Dress* – Please note that the dress code may vary according to the site where you will be assigned. Unless otherwise specified, clinical uniform includes program issued polo and black or khaki pants that fit well. No Leggings, Capris or Shorts are allowed, regardless of whether your supervisor is wearing them. Sneakers should be worn with clinical attire. No other shoes are permitted. Hair color should be within natural shades.
- *Personal Hygiene* – Students must be clean and free of odor (including excessive cologne/perfume as well as smoke/body odor). Nails must be trimmed and maintained for labs and clinical rotations. No artificial nails are allowed during the entire course sequence for the program. Hair should be pulled back as to prevent obstruction of the visual field, particularly during all lab courses.
- All off-campus functions and student presentations, including online, require that students wear Cincinnati State program polo/scrubs shirts provided by the college.
- During any remote class meetings, all students should adhere to dress code; ie. No pajamas.
- **Violation of this dress code may result in returning to clinical dress for all courses.

Assignments

All assignments must be completed and turned in to the instructor in order to receive credit for the course. Instructors will verify that all large assignments (i.e. projects, literature reviews, activity configurations etc.) are turned in before a grade is issued for a course. If these are missing the course will be reported as incomplete.

Students must be present on the days they are scheduled to give a presentation or participate in a group activity in order to receive any credit for the assignment. Only excused absences for illness or emergency can be eligible to rescheduled presentations/alternative assignments. For a group assignment, if there is an indication that the student has not participated equally in all aspects of the project, that student may lose credit on the assignment following a faculty consultation, as well as points for Professionalism (teamwork) in that course. A student maybe removed from a group assignment and

required to complete a separate assignment if it is clear that the student is not putting forth equal effort at faculty discretion.

For full credit, assignments are due at the beginning of the class session on the specified due date (or unless otherwise specified) or they will be considered “late”. If you are absent, the assignment will still be expected on Brightspace or emailed directed to the instructor by the time it is designated as due. A late assignment that does not have prior approval will be given a grade of zero. If an assignment is going to be late, the *instructor is to be notified no later than 3:00 p.m. on the day before the assignment* is due. All approved late assignments must be received in the instructor’s mailbox (or e-mailed to the instructor) by 8 AM on the next day. Twenty points will automatically be deducted for late assignments unless instructor waives the deduction due to emergency/illness situation. This is at instructor discretion. Assignments not turned in on extended due date will receive a score of zero. Five or more missing assignments per a course will result in a 5% point deduction from the final course grade.

Students are expected to have all assigned homework completed in order to attend class. Students who do not will be asked to leave the classroom until such work is completed, in addition to receiving a tardy or absence.

Repeated incidents of any of the above criteria may warrant further consequences and an academic hearing by the Health and Public Safety Division. Each situation will be evaluated individually.

Progression through the Program

A letter grade of “C” or above must be earned in all courses in the program in order to continue in the sequence. This includes technical and non-technical courses. If the student receives less than a “C” in a technical course, it will become necessary for them to withdraw from the technical sequence and repeat the course the next time it is offered. If the student earns less than a “C” in a non-technical course, it must be repeated as soon as it is again offered. It may become necessary for the student to withdraw from the technical sequence if they have not successfully passed non-technical courses that serve as prerequisites to specific technical courses. Additionally, courses offered in sequence (i.e., 151 & 152) must be taken in the designated order. If a lab course is failed due to reaching maximum number of re-tests or below 75% on a re-tested skill, the student will be required to withdraw from the sequence course associated with fieldwork to protect public safety in the community (i.e. Fail OTA 121-pediatric lab must withdraw OTA 180-pediatric fieldwork Level I).

Required Exam Average

It is a course requirement for students to earn an exam average of 75% or higher to pass lecture-based OTA-XXX courses (OTA 100, 105, 110, 120, 230, 233, 241, 242). In the event that a student receives an **exam average below 75%**, a student will receive a D for the course (unless the overall course weighted total is below a 70 resulting in an F). Receiving an overall course grade of D or F does not allow the student to progress to the next semester of OTA-XXX course sequence. Students must maintain an exam average of no less than 75 for). No exceptions. This will enable students to pass the national exam at the completion of the program.

Policy Regarding Repeat Assignments

A student may, on occasion, be permitted to do a failed assignment over again in order to facilitate an understanding of the material. There are several factors that determine whether or not the student will be permitted to redo the assignment. Please be aware that it is a privilege and not a right to get to do failed assignments again.

The student is strongly encouraged to be "proactive" in their approach to assignments. In other words, look over the assignments when they are made. Evaluate whether or not they are fully understood. If not, seek help immediately.

Guidelines in regard to repeat assignments are as follows:

1. A student may repeat a particular type of assignment only once. For example, if the Literature Review assignment was failed and done over during Fall Semester, there will be no further opportunity to redo that assignment for the rest of the program.
2. Only one assignment may be redone each semester for each course. If two assignments are failed, the student must work out which assignment will be repeated with that instructor.
3. Permitting a repeat assignment is up to the discretion of the faculty.
4. Late or missing assignments receiving a "0" do not apply to this policy.
5. The repeat assignment will result in a score averaged with the unsuccessful attempt.

Policy on Audio/Video Recording of Lecture Material

It has been determined that because of the demands on the students to demonstrate good professional listening skills for client intervention, only those students who are eligible to record class lectures because of required accommodations for a given disability will be allowed to do so. Students who have accommodations through the ODS to record will make those their private and sole ownership for their use only and may not be shared with other students or on social media. The student should begin to improve note taking skills for documentation of client interactions and assessment.

Professional Behavior

Inappropriate or inconsiderate behaviors are not tolerated in class, at fieldwork, and when representing program or college in the community. Examples of behaviors subject to penalty may include falling asleep in class, inappropriate remarks, being uncooperative with class and student projects in lab, or frequently arriving after class has begun, but not late enough to be considered tardy. Other behaviors may be penalized as deemed necessary by the instructor. Inability to accept redirection for such behaviors may result in the student being asked to leave class with an unexcused absence.

Professionalism Rubric

Feedback regarding professional behaviors will be provided by faculty as indicated for each OTA lecture and lab course, as well as fieldwork seminar. Information gained will be helpful in facilitating self-growth as it applies to professional behaviors. During each semester, students will be accountable for such behaviors and will have points deducted when any violations occur. Please refer to the OTA Handbook (p. 38) for a list of those behaviors being assessed. Students can lose 5-points in each incident from their final grade.

Ethical Behavior

Students must be familiar with the AOTA Code of Ethics and state licensure laws regarding ethical behavior; and must abide by these principles for the duration of their academic/FW experience. Refer to the HPS Division Handbook for details about the College's Student Code of Ethics.

Honesty

It is assumed that students are honest. However, any observed dishonesty or plagiarism on a test or an assignment will result in either a required revision (with points deducted), a grade of "0" for the assignment or course, or dismissal from the OTA Program (refer to College catalog/HPS handbook). Each situation will be handled individually according to the discretion of the faculty.

****Plagiarism** includes "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work", includes the unauthorized use of AI or lack of citation (<http://en.wikipedia.org/wiki/Plagiarism>). Paraphrasing what you write from an article you read is considered cheating. Coursework may be reviewed by faculty using the Turnitin software in Brightspace.

Use of Artificial Intelligence (AI)

Acceptable use of AI will be noted on each course assignment grading criteria/rubric, if allowed. Citation is required at all times when used. Unless noted on the assignment, AI is not permitted. Examples of assignments that AI is not permitted to be used includes but not limited to the following: Lit Review, Health and Wellness Paper, and SOAP notes. If in doubt, check with your instructor. Unauthorized use of AI will result in either a required revision (with points deducted), a grade of "0" for the assignment or course, or dismissal from the OTA Program (consequence will be determined by the instructor with the support of the program chair).

College E-Mail

All students are expected to maintain correspondence with the OTA Faculty through the e-mail address provided by the College, not personal accounts. Additionally, **students are responsible to check their college e-mail and Brightspace course site daily (at least every 24 hours)** for updates and important announcements as they occur. All College related information will be disseminated via their College account in the future vs. through the regular mail.

NOTE: Assignments cannot be submitted via email, unless otherwise instructed. They must be submitted through the college's Brightspace platform. This applies to any OTA class including those instructed by adjunct instructors.

- All student contact information, including phone number and address, must be kept up to date through the College's information systems so that instructors can access this contact information as needed.
- Students are also expected to respond to phone messages left by faculty within 24 hours; voicemail access should be set up by the student so it can be retrieved. Voicemail recordings should also be professional in nature.
- Professionalism points may be lost for failure to respond, so check your email/voice messages daily.
- This policy is in effect for the ENTIRE time you are in the program, including Level II Fieldwork.

Background Checks

As a means to help protect clients in the healthcare settings, all students will be required to complete a background check for both the FBI and the Bureau of Criminal Identification and Investigation (BCII) prior to the start of the Fall semester. The cost is approximately \$65 (for both) and is the sole responsibility of each student. It is the responsibility of the student to keep copies of their background

checks and send them to their fieldwork sites upon request. The procedure to obtain background checks is provided through your Health and Public Safety (HPS) Division Handbook. A criminal record may prevent you from being placed at a specific site and it left to the discretion of that clinical site. All results must be sent directly to the HPS Division for review. Any infractions that may be indicated in the results which might cause a problem with placement will be discussed with individual students. Existence of certain violations might also prohibit students from obtaining certification as well as state specific licensure. It is the student's responsibility to maintain a receipt as proof of having completed this program requirement. Background checks must be cleared by October 1st of the 1st semester of the program.

Additional Background Checks and/or Drug Screening may also be required and all students will meet the same standards as staff to remain at the FW sites. Failure to comply, or a positive test result, will result in immediate removal from the program for that semester with a plan of correction designed to enable the student's success.

If a student has Background Checks through an employer which are no more than 1 year old, those may be submitted to the Academic Fieldwork Coordinator for review. It is the student's responsibility to find out if the results will be sufficient for use in the OTA Program.

Recommend using UC's campus processing facility or FAST Fingerprinting for each Background Check.

****Some fieldwork sites may choose not to accept a student who has any criminal record of any type. The program faculty will make an attempt to re-place the student at an alternate site but this cannot be guaranteed.**

Felony Conviction/Certification/Licensure as Related to the Practice of Occupational Therapy

The student could be ineligible to take the National Certification Exam or ineligible in the State of Ohio for Licensure by a felony conviction.

Application for the certificate examination contains statements relating to felony convictions.

"I have been convicted of a felony." Yes - No

"I have been charged with a felony and

a. the charge has yet to be dismissed." Yes - No

b. plead guilty to or been convicted of a lesser charge." Yes - No

The Disciplinary Action Committee of the National Board for Certification in Occupational Therapy (One Bank Street, Suite 300, Gaithersburg, MD 20878, Phone (301) 990-7979) reviews on an individual basis the qualifications of examination candidates who have been convicted or charged with a felony.

The Disciplinary Action Committee may decide to deny a candidate the opportunity to take the national board examination or may deny the individual certification. The committee may also give a person considering entering Occupational Therapy educational programming a preliminary determination for approval to take the certification examination pending the Committee's receipt of information that indicates the candidate is likely to engage in safe, ethical, and proficient practice in Occupational Therapy.

A similar process is implemented by the Ohio OT, PT and AT Board to determine if a person convicted of a felony will be issued a license to practice in the State of Ohio. (Ohio Occupational Therapy, Physical Therapy and Athletic Trainers Board, 77 South High Street, 16th Floor, Columbus, OH 43266-0317, (614) 466-3774).

Students Under Contract

Students who are under contract must abide by the requirements established by the program chair. Students may elect to retake a course(s) to remain up to date with their knowledge base, arranged separately by the Program Chair. Any coursework that was previously completed successfully is optional for students to complete for a second attempt. Students must be registered for the designated “audit” course to be able to attend class. The program chair will provide students with those details.

Academic Accommodations

Any student with a disability necessitating accommodation prescribed by the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act, must meet with the Office of Disability Services (ODS) prior to participating in classroom or laboratory activities. They will be the primary resources to determine what accommodations are necessary to provide the appropriate learning opportunity for the student. ODS may be contacted at 513-569-1775.

*Although a student may have a documented disability which allows for accommodations, they must still be capable of performing the *Essential Functions of the Occupational Therapy Assistant* (see page 44-45).

Accommodations for Fieldwork

Any students requiring accommodations during their fieldwork experience must provide proof of disability through written communication from their physician and also connect with the Academic Fieldwork Coordinator (AFWC) at least one term prior to starting any fieldwork course. If it is deemed necessary to provide an accommodation, then the student must meet with the Academic Fieldwork Coordinator to create a plan for success in the fieldwork placement. If it is necessary to postpone the fieldwork placement due to injury or disability, then the student may need to stop out of the program until they are capable to return to clinical work. Note: This may cause the student to get out of sequence with their OTA curriculum and may result in a remedial course of action to be arranged with the Program Chair.

*Contact must be made with the Office of Disability Services (ODS) either before or immediately following contact with the AFWC, and may not be something that can be accommodated for all clinical situations.

Temporary Disability

Any student who has a temporary condition that prevents them from continuing in a course(s) will need to register with the Office of Disability Services. Only after connecting the ODS to make arrangements will the student be excused from class absence due only to the disabling condition. A doctor’s note will be required as evidence of the disabling condition. In the event a student is involved with having a temporary disability, the student will be required to complete all coursework missed and is responsible for understanding the content missed. Any competencies/assignments missed are the responsibility of the student to obtain, plan and prepare for student assessment at a separately arranged time with the faculty only after the re-submission of an updated Physical Exam form.

Use of the OT Center

During the school year, most OTA courses will be conducted at the OT Center, located at 918 Ludlow Ave. The college and faculty have deemed it necessary to cross that the street light at the corner of Ludlow Ave and McAlpin Ave. whenever attempting to get to the house. Lack of adherence to this policy may cause problems with the traffic on Ludlow Ave. or injury to students. In addition, no students are permitted to park in the driveway of the house without express permission of the faculty. Parking will be continued on the Main Campus.

For security reasons, open lab practice hours will be available for student use only during instructors’ office hours as arranged. Access to the house will not be permitted without either faculty or staff present. Please confirm with faculty that someone will be present prior to the time desired.

Children and Visitors in Classes

The OTA Program will follow the policy for the Health and Public Safety Division. Children and visitors are not permitted in any Health and Public Safety Division lectures, labs or clinical/practicum/internship sites.

Health Care Insurance Proof Required

In order to participate in clinical site placement, many clinical sites require students to have proof of insurance coverage turned in to the HPS division. If your assigned clinical site requires this documentation and you do not have it, you may be removed from the site without replacement. Please refer to the HPS division handbook for more specific details.

****SBH** (a possible psych rotation for Level I or II) – Any student assigned to this facility between October and March will be required to show proof of having had a flu shot. They will also need to show evidence of a valid PPD (TB test) for any rotation assignment at SBH.

Social Media Policy

It is suggested that students of each cohort year develop their own social networking private group (i.e. GroupMe) to communicate about course assignments, brainstorming sessions, education resources, etc. Likewise, instructors may include an area in the Brightspace for questions to share with other students/instructors. However, with social networking sites such as Facebook, X, Instagram, TikTok, SnapChat etc., and in text messaging you should avoid negative posts about the OTA Program, OTA Faculty, OTA students, OTA clinical sites, and FW supervisors, clients/patients, as well as protective patient and family information. Students who violate this policy will receive point deductions in professionalism and could face further consequences such as being placed on a learning contract or being dismissed from the OTA program. **All students must comply with HIPAA policies.** Absolutely no photos can be posted in regards to clients or client care. No clients can be in the background of pictures taken. Failure to comply with this social networking policy on fieldwork may result in failure of fieldwork and dismissal from the OTA Program. Also, in the event sharing of exam content via social media is evident, you will go directly to the College's Dean of Students for cheating and may be expelled from the program and/or college.

Cell Phone Policy

All cell phones must be kept on silent during class and should not be used at all except for emergencies. Any anticipated emergency use of the phone will require you to alert faculty prior to the start of class. No cell phones should be visible during class times. This also includes use of laptop computers as communication devices (i.e. TEAMS DM). Laptops and cellphones during class should be used only to access current course related materials.***Checking your cell phone, email or DMs for information that does not directly pertain to your class may be cause for loss of Professionalism points, affecting your final grade.

During fieldwork, some sites use personal cell phones to communicate with others in the clinical setting. You are absolutely NOT permitted to use your cell phone for anything personal while on the clinical assignment, regardless of whether your supervisor does or not. It is strongly recommended that you provide anyone needing your contact information with a facility phone number and consider leaving your personal cell phone outside of the facility. Some clinical sites view cell phones as “contraband” and will be grounds for immediate dismissal if you are found to bring your phone onto the site.

Proof of Citizenship

Be advised that some clinical sites (ex. VA) may require proof of US citizenship to be placed for FW. All males will also have to show proof of registration for the Selective Service (VA policy). Any concerns should be discussed with the Academic Fieldwork Coordinator.

Proof of AOTA/OOTA Student Membership

AOTA (American Occupational Therapy Association) and OOTA (Ohio Occupational Therapy Association), or other state association, *student membership is required* to be initiated and maintained while in the OTA Program. Many important resources are used to replace the need to purchase course materials. Proof will be due prior to midterm each fall term, and will be collected for our records in OTA 106 and OTA 233.

Policy for Addressing Faculty

Beginning in the first semester, all first-year students will address all faculty in either written or verbal communication as either “Professor” or “Doctor”. Once a student enters the second year of the curriculum, faculty may be addressed by first name.

College Closures

Please note that in the event of a college closure due to unforeseen circumstances, it is your responsibility to check your college email for instructions from the instructor which may include class conducted via Zoom.

***Covid and/or Other Vaccinations/Health Records Required by Fieldwork Sites**

Students who do not maintain current health records and who do not follow through with required periodic updates for immunizations or tests are not eligible for fieldwork placement. It is the student responsibility to keep copies and provide proof to fieldwork placement of health records requested.

You cannot register for OTA courses which involve fieldwork until all health records are completed. You must keep immunizations and tests current to be able to continue in the OTA program.

Other Vaccinations – Students may be required to receive other vaccinations at the discretion of our clinical partners. Failure to follow facility policy will likely result in denial of clinical placement and may prevent progression through the OTA Program. Note that a seasonal flu vaccination may be required by some of our fieldwork sites.

As you prepare to start the OTA Program, we want to be sure you know about the requirements of many of our clinical sites where you may be placed for Level I or Level II fieldwork. The fieldwork is REQUIRED and not an option. It is designed to reinforce what you are learning and have learned through clinical experiences.

To be clear, the college and OTA program DO NOT REQUIRE that you get the Covid Vaccine. However, at this time, some of the sites that we have clinical agreements with do require the vaccination. We do have a possibility of placements that do not require the vaccine but CANNOT guarantee that we will be able to place you in an ideal experience, especially in the constantly changing hospital environment. For that reason, as a faculty, we feel responsible to let you know this up front and to be sure that you understand the possibility of a delayed graduation due to the lack of clinical placements that accept students without vaccination status.

You have the following options that might be available:

1. Start the vaccination process and provide the appropriate paperwork for placement in a clinical site
2. Possibly have an option to be placed at a site (if available) based upon submission of an exemption (which does not guarantee acceptance by a facility) and probably weekly (or bi-weekly) testing
3. Needing to be placed at a non-traditional site without traditional OT services to observe or interact with
4. Opting to delay fieldwork (Level II only) and graduate later than the rest of the cohort- however, we cannot be sure that the options will change or when there would be options

How would a non-traditional experience affect you?

- You would have knowledge from the labs and lectures in the program to help you pass the national board exam but would not have strong clinical/hospital experience to place onto your resume
- You may be involved in “simulation” for Level I fieldwork which would involve the use of videos, role playing and case scenarios to “apply” what you are learning in the other courses during the same semester
- You may feel as though you are missing experiences that your peers are getting, especially in topics of conversation during the seminar meetings for Level I fieldwork

Professionalism Rubric

The professionalism “assignment” is an opportunity for you to receive objective feedback on your development as a professional. It is worth 100 points and counts for 5% of your final grade in every course. Each section can have multiple point deductions with 5-point deduction per an incident. It is assumed all students would earn all 100 points. The rubric is issued when a concern exists.

Student Name: _____ Date: _____

Characteristic	Explanation	Comments/Suggestions
Appearance	• Appropriately dressed for planned activities • Appropriate and safe footwear (closed toe/heel, stable surface) • Hygiene maintained (no strong odors i.e. smoke/weed) • Clothing fits to allow ease and covers in all body positions. No undergarments exposed	
Organization	• Attends all classes • Arrives on time and prepared w/ assignments/materials • Completes all assignments on time • Utilizes class time well • Respects instructor’s time • Responds to email timely	
Attitude	• Positive attitude • Eager to learn • Initiates learning experiences • Manages stress adequately to focus on school demands • Participates fully in learning experiences • Uses technology in appropriate manner • Follows through w/ feedback given	
Team Member	• Works well with group members • Respectful of others’ sharing and opinions • Communicated clearly • Problem solves with others • Uses assertive behavior and language • Gives and receives feedback professionally.	
Ethical Behavior	• Adheres to the AOTA Code of Ethics • Adheres to the Student Code of Ethics at the College • No plagiarism • No unauthorized use of AI	

Policy on Receipt of Credit for the OTA Program

The OTA Program does not accept any transfer credit for Occupational Therapy courses delivered at any other institution. The following cases may apply to for students who have previous coursework and/or transfer credit:

1. Any student who has already successfully completed a significant portion (more than 1 year) of another OTA or OT program may be eligible to have the Intro to OTA course (OTA 100) “waived”. In this case, the student will complete a *Record of Contact* with the program chair and be required to attend this class with the cohort they will join using the process of auditing a course (1 credit). Regular attendance would be required, and deviation from that would result in being required to take the final exam and earn a score of C or better to continue in the course sequence. All other OTA coursework will be required for completion with a C or better in each course.
2. The above policy is true also for any student who has successfully completed coursework at Cincinnati State but has been absent from the OTA Program and the college for a period of greater than 1 year.
3. Transfer credit for all non-OTA courses is handled through the Registrar’s Office in accordance with the College’s policy on Age of Credit (currently 5 years or less for all science and math coursework). In the event that a specific course needs to be evaluated, the student should bring this to the attention of the program chair. If indicated, the program chair will work with that other division to grant credit for the course in question. Note: Any student who has not met the course co-requisites by the end of that semester will not be permitted to continue in the curriculum sequence.
4. No work experience is accepted as credit in part or whole for any of the OTA curriculum.

CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE

OTA Program

Continuation Process

The continuation process is designed for students who have failed a course in the program and wish to continue the following year provided space is available in the class, which is to be entered.

1. Exit interview with Program Chair to provide feedback related to the program and themselves. During the exit interview the student will identify their problem areas that need to be addressed prior to their return to the program.
2. The student and the Program Chair will establish a plan (*Record of Contact*), which will help promote problem solving and address their needs as a student.
3. When a course was failed, the student will complete all remaining unfinished co-requisite courses prior returning to retake the failed course. This will ensure readiness to return.
4. The Division's Retention Coordinator (Health Excel Services), program instructors and the program chairperson may meet to provide additional suggestions designed to enhance the student's plan. Resources and support systems will be identified for the student's use and benefit.
5. The student may be required to meet with the Division's Retention Coordinator and will review their contract, which was established by the Program Chair. The contract will be a combination of the student plan and suggestions provided by faculty.
6. The student will maintain contact with the program throughout the year by meeting each semester, or another designated schedule, with the Program Chair.

****Note:** Students will likely be recommended to attend courses already completed in the curriculum to stay current with information needed to pass the national certification exam.

Priority for registration in OTA course sections will be given to current students first prior to students who choose to continue in the program the following year. Once the first week of registration has occurred, those students continuing in the program will be given the option to choose from available sections.

Continuation of the OTA Curriculum:

For students who are unsuccessful in the first term:

Any student who is not successful with completing any course in the first term will use these criteria. This includes any student who withdraws from the course(s) after midterm.

- For any student who wishes to continue with the program, a meeting with the Program Chair is required to complete a *Record of Contact*.
- Any student who fails any first term OTA course after earning a position in a fall cohort through competitive admission will be required to withdraw from the program and re-apply using the next Competitive Admission window available. Their cumulative GPA pre-requisite will exclude only the OTA-xxx course failed.
- When a course was failed, the student will complete all remaining unfinished co-requisite courses prior returning to retake the failed course with a C or higher. This will ensure readiness to return.
- After 2 unsuccessful attempts with first term courses, students will not be able to reapply to the program for 5 years. Any student in this situation will be referred for career counseling about alternate options.

For students who are unsuccessful in any OTA course once they have successfully completed the 1st term:

Any student who is not successful with completing any OTA course after the first semester will use these criteria. This includes any student who withdraws from any OTA course after midterm.

- For any student who wishes to continue with the program, a meeting with the Program Chair is required to complete a *Record of Contact*.
- Due to Competitive Admission Process, students will be given opportunities to continue the curriculum in the next academic year using the following guidelines:
 - Students who leave the program in good academic standing for health/personal reasons may be given first priority and do not have to complete remaining unfinished co-requisites prior to returning. After a thorough review by the Program Chair with consultation from the program faculty, they may automatically be placed in the next cohort.
 - Any student who leaves the program due to academic reasons may have to re-earn a slot through the Competitive Admission process. *Additional points will be awarded for every OTA course completed with an earned grade of A (2) or B (1). When a OTA-XXX course was failed, the student will complete all remaining unfinished co-requisite courses prior returning to retake the failed course with a C or higher. This will ensure readiness to return. Their cumulative GPA pre-requisite for selective admission will exclude only the OTA-xxx course failed.
 - In the case of a student who leaves during the summer term, that student will have to wait until the next cohort selection is completed, during the following spring, to rejoin the program. (Initially, if due to health or personal reasons, they will be placed as 1st alternate for an opening in the upcoming fall cohort.)
 - After 2 unsuccessful attempts with OTA courses, students will not be able to reapply to

the program for 5 years. Any student in this situation will be referred for career counseling about alternate options.

- In the event that a student chooses to continue, they are encouraged to register to **audit** the coursework already successfully completed using registration for the OTA course audit feature in registration or retake the course for a grade. Only with an audit registration will the student be allowed to “sit in” on classes. This registration will include an audit course fee. In the case of an audit, students will not be required to complete assignments but will be held to standards of Professionalism indicated in the OTA Program Handbook. Students can be asked to leave class in the event of infractions.

Essential Functions of the Occupational Therapy Assistant

The following is a list of essential functions that a student must be capable of performing while enrolled in the Occupational Therapy Program. Students who have concerns about their ability to perform any of these functions should contact the Program Chair. Students may be entitled to reasonable accommodations under the Americans with Disabilities Act through the Office of Disability Services (ODS). Students should remember that the role of the OTA in most settings is the direct provision of services to clients requiring safe and effective contact with them.

Any student who, after reasonable accommodations, cannot perform the *Essential Functions for an Occupational Therapy Assistant* will not be able to continue in the OTA program. The following are indicators required with or without accommodations to participate in the OTA Program:

MOTOR SKILLS

A student must be able to:

- Sit in class for up to 3 hours at a time, without a break.
- Move with adequate agility and speed to ensure client safety.
- Walk, balance, and have adequate strength to facilitate the mobility of a client who may or may not use equipment, while preventing injury to client and self. (This includes but is not limited to assisting with transfers.)
- Demonstrate the sensorimotor skills, mobility, and general endurance necessary to effectively and safely complete all learning tasks, contribute to the occupational therapy evaluation process, and implement intervention techniques in the academic and fieldwork environments.

OBSERVATIONAL & SENSORY SKILLS

A student must be able to:

- Use visual, auditory, and tactile senses to observe clients and collect and interpret data.
- Read and understand client charts, professional literature, and notes from clients, physicians and other health professionals.
- Respond to warning sounds and calls for help.

COMMUNICATION SKILLS

A student must be able to:

- Communicate effectively in English in verbal and written formats with faculty, peers, clients, families and other health professionals.
- Report clearly and legibly through appropriate documentation.
- Use professional terminology correctly and accurately interpret its meaning to others.

INTELLECTUAL & CONCEPTUAL SKILLS

A student must be able to:

- Meet class standards for successful course completion, including test taking with a minimum exam average of 75 or higher.
- Acquire, demonstrate and apply the knowledge and skills of occupational therapy principles and practice, including minimum expectations for lab practical exams.

BEHAVIORAL AND SOCIAL ATTITUDES

A student must be able to:

- Recognize and respond appropriately to all individuals.
- Cope with stress effectively.
- Recognize and respond appropriately to potentially hazardous situations.
- Demonstrate the physical and emotional capacity to work a 40-hour week while on clinical affiliation.
- Behave in an ethically sound, competent, compassionate and professional manner in the classroom and in the clinic.
- Abide by the *Occupational Therapy Code of Ethics, Standards of Practice*, and policies and procedures of the college, the program and the fieldwork sites.
- Modify one's own behavior/performance in response to feedback from instructors, fieldwork educators, and peers to achieve the learning objectives and the responsibilities of the program and fieldwork sites.

Cincinnati State Technical and Community College

OTA Program Important Fieldwork Information:

- Students will be placed on three Level I rotations and two Level II rotations. All attempts will be made to place the student in close proximity to their residence but all students must be expected to drive 60 miles each way if necessary.
- If any student has need of public transportation, all efforts will be made to make that happen, given enough advance notice.
- Level II rotations are 40 hours a week for 8 weeks so it will be very difficult to work full time. If a student feels it necessary to work full time please discuss this with the AFWC as early as possible. It will be nearly impossible to keep that schedule.
 - There is a possibility that the student can complete Level II fieldwork in one setting if it is reflective of more than one practice area, or in the maximum of 3 different settings. Placement decisions are made by the AFWC based on available fieldwork sites, educational opportunities, and the student's learning needs.
 - The OTA program can support part-time placement for Level II fieldwork, as necessary, only after determination that full-time placement will not be a possible option for the student. This is rarely utilized and is only after careful consideration by the AFWC and the student. It is expected that the student will complete the exact required number of hours as full-time fieldwork, which would lengthen the time spent to complete the rotation and delay graduation.
- At times, a fieldwork supervisor may wish to extend the student Level II rotation from 8 to 9-10 weeks. This is usually done if it is felt the student will need the extra time in order to be successful in the rotation. All students should be prepared for this to happen. **Please do not book non-refundable vacations during those weeks. Vacations and trips during fieldwork are unexcused and lead to a removal from a site.**

- Sometimes students placed in the Greater Cincinnati area may have a site visit from the AFWC when problems occur. Otherwise, the Academic Fieldwork Coordinator (AFWC) and the Fieldwork Educator (FWE) will communicate via phone and email correspondence.
- The Health Excel Coordinator in the Health and Public Safety Division is also available and willing to help in any way needed. If there are professional behavior issues noted on a fieldwork rotation a clinical hearing will be held to discuss such issues and remedies.
- If a student fails or withdrawals from a Level II rotation, a meeting will be held with the AFWC immediately. The following steps may be required to be taken prior to being placed again:
 1. Additional course work
 2. Academic hearing
 3. Counseling at the college and/or health excel
 4. Plan of correction including other options depending on the issues
- Each student is only permitted to fail one Level II rotation, out of a possible 3 attempts. If a second Level II rotation is failed, the student will no longer be able to participate in the program.
- Prior to Level II placement, if a student is deemed unprofessional and receives consistent feedback for two or more semesters without correction or is deemed unfit by the faculty in the OTA program, the student may not be placed for fieldwork. A plan of correction will be in place and will need to be successfully completed prior to any further placement.
- If the AFWC is aware of a student having any sanctions by the college for inappropriate, unethical, or unprofessional behavior, the student may not be placed in any fieldwork setting.
- If a student displays unstable emotional behavior such as uncontrollable crying, extreme anxiety, lethargy, challenging behavior, angry outbursts, threatening behavior, psychotic behavior, or other detrimental psychosocial symptoms, a fieldwork placement may not be made.
- Students are required to notify the AFWC and supervisor of any late arrivals or missed days. Notification should be given at least 2 hours before shift starts. Failure to notify, may result in removal from site.

Level I Fieldwork

I understand that it is my responsibility to immediately notify the Program Chair for my program of study if I experience any change in my health during the time that I am enrolled in any classes within the Health and Public Safety Division. I authorize Cincinnati State to release this information, as necessary, to any clinical facility utilized as part of my educational experience, or in the event of an emergency.

Student signature _____ Date _____

STUDENT NAME _____ **PHYSICAL EXAM**

Height _____ Weight _____ B/P _____ Pulse _____ Respirations _____

Visual Acuity: Right eye with glasses 20/____ without glasses 20/____
Left eye with glasses 20/____ without glasses 20/____

Please check appropriate box for assessment:

	Normal	Abnormal		Normal	Abnormal		Normal	Abnormal
Skin			Thyroid			Varicosities		
Head & Neck			Breasts			Peripheral arteries & veins		
Eyes			Chest/Lungs			Neurological		
Ears			Heart			Anus & Rectum		
Nose			Abdomen			Genitalia & Hernia		
Throat			Spine			Extremities		
Mouth			Reflexes					

Please comment on any significant findings:

Patient's **overall physical health** is: Excellent _____ Good _____ Fair _____ Poor _____Is there **any contraindication** to wearing a **respirator** during **fire training**? Yes No Not Applicable**IMMUNIZATIONS & TESTS****When providing a positive titer result as proof of immunity, submit copy of lab values with this form.****Tetanus/Diphtheria/Pertussis:** Tetanus, diphtheria, pertussis combined immunization after 2005

Date of Tdap (BOOSTRIX® or ADACEL®) _____

Measles/Mumps/Rubella: Must have 2 immunizations, OR titer demonstrating immunity (3 diseases)

Dates of MMR immunization #1 _____ #2 _____

Date & Results of titer: Measles _____ Mumps _____ Rubella _____ **Include lab report****Hepatitis B:** Dates of vaccination #1 _____ #2 _____ #3 _____**Titer required** if three immunizations spread out beyond 12 months timeframeOR titer demonstrating immunity (must be 10 I.U. or greater) Date _____ Results _____ **Include lab report****Chicken Pox** (Varicella) or Zoster (shingles): Must have 2 immunizations, OR titer demonstrating immunity

Date of immunization: #1 _____ #2 _____

Date and Results of titer _____ **Include lab report****2-Step Tuberculin Test:** (Must have been within last 12 months) **Two** injections must be given 7-21 days apart

Date #1 _____ Reaction: _____ mm Induration Date #2 _____ Reaction: _____ mm Induration

Chest x-ray required if positive reaction: Date _____ Results _____

OR results of Quantiferon TB-Gold blood test Date _____ Results _____ **Include lab report****Influenza:** Date of annual seasonal flu vaccination _____

How long have you known this patient? _____

To the best of my knowledge, this individual is **free of communicable disease** at this time. Yes / No

If not, please explain:

Have you noted any **emotional problems, mental illness, physical conditions, or functional limitations / restrictions** that would limit or prevent this individual from fulfilling assigned work duties in a **direct patient care area**? No / Yes

If so, please describe:

Physician / Nurse Practitioner/ Physician's Assistant **Signature** _____

Date of exam _____

Telephone Number: _____ Please also PRINT name: _____

Name of Medical Practice or Facility: _____

****We will have forms at the OT Center to take with you to the doctor, if necessary.**

Immunizations

Please note that you must complete a Hepatitis B Vaccination and a 2-Step TB test prior to going out on your first Level I fieldwork in the Spring Semester.

The Hepatitis B series takes approximately 8 months to administer and is quite expensive. It is therefore recommended that you begin the series IMMEDIATELY!

You will be expected to provide documentation that you have received at least 2 of 3 of the Hepatitis B vaccinations, and the 2-Step TB test before you will be permitted to begin fieldwork. The 3rd Hep B vaccine must be completed on schedule and can impact your ability to be placed for a clinical in the Fall semester of your second year (Phys Dys).

Proof of CPR certification and First Aid Training must be current before going out on fieldwork.

Your pediatric records may contain many of the items required by the HPS division for immunization. It is recommended that you begin to locate those documents or obtain a titer by your physician which will enable you to have proof of vaccination against chicken pox and MMR (measles, mumps, rubella). You are also strongly encouraged to be up to date with your Tetanus vaccination in case of injury which could occur during your clinical. The tetanus (Tdap) now contains immunization against tetanus, diphtheria, & pertussis or “whooping cough” which is common among college students.

****IMPORTANT!!**

It is your responsibility to keep your immunizations up to date. All records should be photocopied before submitting them to the College. You will need to include copies of those records in your Portfolio assignment during your last term. Any student who allows immunizations or CPR certification to lapse will risk being removed from their current clinical site, and may be required to rejoin the OTA Program with the next cohort. It is the responsibility of the student to send copies of immunization to fieldwork sites when it is requested.

CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE

Occupational Therapy Assistant Program

Level I Fieldwork Scheduling Procedure

Level I Fieldwork:

OTA	180	(Spring Semester-Year 1) Infants and Children
OTA	185	(Summer Semester-Year 1) Psychosocial
OTA	280	(Fall Semester – Year 2) Adult Dysfunction/Gerontology

Your AFWC is the Cincinnati State faculty member assigned as coordinator for each of the above fieldworks. The coordinator is responsible for assigning students to fieldwork slots reserved by facilities. Factors to be considered in assigning students include geographic proximity to student's home; student's interests, learning needs, and past experience; and inherent demands of facility rotation.

The coordinator will assign students to slots reserved on the reservation form. Approximately one month before the starting date, the facility will receive a packet of information confirming placement of a student(s) at the facility. The packet will include:

1. Name and telephone number of student(s) assigned
2. Dates of the rotation
3. Days and times student is assigned
4. Fieldwork course syllabus
5. Suggested Time Line for progression of learning experiences
6. Topic schedule for concurrent lecture and lab courses
7. Two copies of the Level I evaluation form (one to be completed at mid-term and one at final)
8. AOTA Fieldwork Supervisor Self-Evaluation Form

The student will be given their fieldwork assignment one month prior to the start date. They will be given the name of the contact person and the name, address, and phone number of the facility. They will be instructed to contact the facility BY EMAIL no later than two weeks prior to the start date.

IF YOU HAVE NOT CONTACTED THE FACILITY TWO WEEKS PRIOR TO THE START DATE, INFORM YOUR CINCINNATI STATE COORDINATOR. THIS IS VERY IMPORTANT!!

When the student contacts their assigned fieldwork facility, they should discuss the following:

1. Confirm assigned dates and times
2. Directions to the facility
3. Parking arrangements
4. To whom and where to report the first day
5. Dress code
6. Anything else??

**CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
OTA 180, 185, 280**

Expectations of Level I Fieldwork Experience

STUDENT

1. Review Level I objectives as outlined in the course syllabus.
2. Develop communication skills with supervisor and staff.
3. Develop professional relationship with clients/family.
4. Begin to develop written communication skills.
5. Begin to gather data, identify problems, and understand treatment goals and occupation based interventions to meet the goals.
6. Implement occupation based interventions.
7. Display professional behavior according to the Health & Public Safety Student Handbook.
8. Display initiative in asking questions and seeing that learning needs are met.
9. Demonstrate growth in above areas.

FACILITY

1. Follow Level I fieldwork objectives as outlined in the course syllabus.
2. Provide on-going verbal feedback (positive as well as need for changes) to the student.
3. Provide a minimum of two formal evaluations:
 - a. Mid-term: written evaluation form
 - b. Final: written evaluation form
4. Provide opportunity for graded client involvement:
observe--interact--interview--plan treatment intervention--implement treatment intervention
5. Notify CSTCC of any difficulties as soon as possible.
6. Provide written feedback on assignments as to accuracy and appropriateness of data.

7. Provide the student with any assignment of your choice that you feel would enhance their learning experience at your facility.

**CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

**Level I Fieldwork Seminar
OTA 180, 185 280**

There is a one-hour seminar class that meets weekly with your Academic Fieldwork Coordinator. Attendance at this seminar is mandatory and if a student misses more than 2 seminars, they may fail the course, or an Academic Hearing may be scheduled, or there will be an extensive make up project assigned.

Note: Students do not register separately for seminar -- it is automatically included when a student registers for OTA 180, 185 and 280. Note: OTA 185 “seminar” may be addressed on site with the FW educator in certain settings. The students that this applies to will be notified.

Likewise, a separate grade will not be issued for seminar. The student will only receive a S/U grade for OTA 180, 185, and 280.

Seminar class sessions will consist of the following types of experiences:

- * Share fieldwork experiences with classmates. Discuss and problem-solve difficult or unusual situations.
- * Review grading of client plan assignment. Discuss assignment and receive extra assistance from AFWC as necessary.
- * Guest speakers on special topics related to fieldwork (i.e. child abuse, safety, medications, specialized topics of intervention)

Seminar topics may include: use of library and college resources, evidence based practice, professional behaviors including ADA, confidentiality, occupation based intervention, prioritizing schedules, referral systems, note writing, and infection control.

Level I Fieldwork

I. Definition and Purpose

The AOTA *Standards* describe the goal of Level I Fieldwork "to introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients." Level I Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process."

Services may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental health centers, and therapeutic activity or work centers are among the many possible sites. Level I Fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations; age-specific or diagnosis-specific clients.

Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to, academic or fieldwork educators, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, etc. The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level I Fieldwork experience.

II. Objectives

Objectives of Level I Fieldwork may vary significantly from one academic institution to another. These variations occur as a result of differences in individual academic institutional missions, programmatic philosophical base, curriculum design and resources, etc. As a result, the individual academic institutions should provide information regarding the specific didactic relationship and should provide objectives for the experience. Fieldwork educators should determine if the resources of their facilities are adequate to meet the objectives of the educational institution, and then apply the objectives to the fieldwork setting.

Fieldwork objectives should reflect role delineation between professional and technical level students as specified by *The Guide to OT Practice*, AJOT, Vol.53, No.3. In the event a facility provides Level I Fieldwork experiences to both levels of students, separate objectives and learning experiences should be utilized, as developed by the academic program faculty. Students should be evaluated using these objectives.

In instances where students will have a prolonged/consecutive fieldwork experience in the same facility, the objectives should also reflect a sequential orientation and move from concrete to conceptual or from simple to more complex learning activities. In the event that the student will rotate through a variety of settings it is recommended that a master list of objectives be developed

that demonstrate a developmental learning continuum and indicate which objectives/learning experiences have been provided in previous experiences.

Schedule design of Level I Fieldwork will depend on the type of setting and the curriculum of the academic institution. Options include, but are not limited to, full days for one-half a term, full days in alternating weeks for one term, half days for one term, or one week.

Academic Institution

- Identify course content areas to be enhanced by Level I Fieldwork experiences.
- Develop general goals that clearly reflect the purpose of the experience and level of performance to be achieved.
- Assure that objectives reflect the appropriate role of an OT or OTA student.
- Sequence the objectives from concrete to conceptual or from simple to increasing complexity.
- Identify facilities that may be able to provide the necessary learning experiences.
- Share the objectives with the fieldwork educators and ask them to identify those objectives that could be met in their facility.
- Discuss and coordinate fieldwork administration issues, such as scheduling, work load, report deadlines, etc.
- Collaborate with fieldwork educators to clearly identify the skill levels necessary for successful completion of Level I Fieldwork experience.
- Develop an evaluation form and protocol.

Fieldwork Education Center

- Evaluate administrative aspects of the program to determine the feasibility of providing education experiences of high quality while maintaining the effectiveness of services. Some considerations are: providing the necessary supervision, scheduling learning experiences, and staff attitudes toward.
- Review objectives and learning experiences with academic representatives to assure that they address the Level I Fieldwork objectives of the program.
- Review the evaluation form and associated protocols and seek any necessary clarification prior to its implementation.
- Review the Level I Fieldwork objectives and the evaluation form to determine if the learning experiences can be provided at your fieldwork agency and if they are compatible with the philosophy of the program.
- In collaboration with the academic program faculty, identify, and design, if possible, specific learning activities which will meet Level I objectives.
- Those agencies providing fieldwork for both the professional and technical level student should have different learning experiences designed to clearly reflect role delineation.

*AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC)
Amended and Approved by FWIC 11/99 and COE 12/99*

Level II Fieldwork

See: <https://www.aota.org/Education-Careers/Fieldwork/LevelII.aspx> for COE Guidelines for Occupational Therapy Fieldwork Experience -Level II

CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Student Handbook

Level II Scheduling Procedure

Level II Fieldwork (OTA 294 and OTA 295)

The Cincinnati State Technical and Community College Occupational Therapy Assistant students are required to complete two eight-week rotations. See page 2 of this section for requirements for successful completion of Level II fieldwork.

There will be a Cincinnati State faculty member assigned as coordinator for OTA 294 and 295. The coordinator will assign students to fieldwork slots reserved on the facility reservation forms. The Cincinnati State Academic Fieldwork Coordinator will send a letter/email to each facility confirming placement of a student in the reserved slot.

Several factors are considered in assigning students to fieldwork placements. The students are asked to list their top three choices of TYPES of clientele they would like to work with. These choices are taken into consideration. Also taken into consideration are student's past experiences and learning needs as well as demands of the facility.

The following forms need to be completed and returned to the fieldwork coordinator so that they can be duplicated and sent to the facility:

1. Personal Data Sheet
2. Record of Experience
3. Physical Exam Form sent only upon request

The students will be informed of their fieldwork placements. They will be provided with the fieldwork data form sent by facilities as well as the name, address, and phone number of the contact person at their assigned facility. Students are required to contact their supervisors by email *immediately* upon receipt of placement. Many facilities will have additional requirements for shots and background checks. This may take a few weeks to months to get onboard with the Level II facility. Any delay in this onboarding procedure may result in a delay in alternate placements and a delay in graduation.

The letter to the fieldwork site from the student should include:

1. Confirmation dates
2. Request for information concerning dress code, directions, where and when to first report, parking
3. Information regarding how student can prepare for fieldwork (i.e. recommended reading, etc.)
4. Request for tour before starting (optional)
5. Anything else?!?

CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE

OTA 294 and 295 Level II Fieldwork

Policy for Successful Completion of Level II Fieldwork

In order to pass OTA 294 and OTA 295, the student must:

1. Receive a passing score (only S/U scores will be awarded) on each of the two rotation evaluations using the AOTA "Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student". A score of 69 is required to be passing at midterm, and a score of 91 and above is required at final evaluation.
2. Ratings for the Ethics and Safety items must be scored at 3 or above on both the midterm and final evaluation for the student to pass the fieldwork experience.
3. Level II Discussion Boards related to Fieldwork learning objectives stated in the syllabus must be completed.
4. The two rotations shall consist of a psychosocial or a pediatric rotation, and a physical dysfunction rotation. Each student must complete at least one Level II rotation in a physical dysfunction setting.
5. If the student successfully completes the two rotations, they may take an optional third specialty rotation in an emerging area of occupational therapy practice.
6. If a student receives a failing score on one rotation, they will be given one opportunity to repeat and pass a 3rd rotation. Efforts will be made to make up the same type of rotation.
7. If a student receives a failing score on an evaluation, the make-up rotation place and dates will be scheduled according to site availability and at the convenience of the school. An academic appeals procedure (Cincinnati State HPS Student Handbook) is available to students who fail fieldwork or who have problems at the fieldwork site which cannot be resolved.
8. If a student receives a failing score on two consecutive fieldwork rotations, they will be dismissed from the program.
9. Level II fieldwork must be completed within 20 months of the student's completion of the OTA Program didactic course work.

CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE

OTA 294 and 295 Level II Fieldwork

Attendance Policy

The attendance policy outlined in the Health & Public Safety Division Student Handbook is effective for OTA 294 and OTA 295. The AFWC must be notified, along with the supervisor, of any tardiness or missed days. Please notify them both at the same time. Failure to notify the AFWC can result in removal from the FW site.

Any days missed (regardless of the reason) must be made up. Any time missed due to tardiness or absence is to be made up according to the discretion of the fieldwork supervisor. Absence due to vacation or trips is not permitted and is unexcused. Fieldwork supervisors may not be able to extend makeup opportunities, which could lead to removal from the site or require time to be made up at an alternative location, which could delay finish time.

The student is to follow facility policies regarding holidays. The Cincinnati State calendar is not in effect for OTA 294 and 295. If the supervising department is closed, then the student shall have the day off and not be required to make up the time. If the facility has an official holiday or snow day (i.e., school system whereas the school is closed) the student is not required to make up the time. If Cincinnati State has an official day off (i.e., Martin Luther King's Birthday), the student is required to report to the facility unless the facility is also closed in recognition of a holiday.

Grading Policy

The student will be given a "S/U" grade for OTA 294 and for OTA 295. The grade will be assigned by the Cincinnati State Academic Fieldwork Coordinator. The grade will be based on the final score of the fieldwork evaluations. A minimum score of 91 is needed in order to pass. The score on the AOTA evaluation accounts for 90% of the total grade. It is also necessary that Question 25 of the AOTA Fieldwork Evaluation Form, "In your opinion, Is the Student Ready to Enter Clinical Practice?" be answered "Yes" by the clinical supervisor in order for the fieldwork to be passed.

The student must also participate in a Discussion Board once per week which are to be completed through Blackboard. The Fieldwork Coordinator will review the postings which will account for 10% of the final grade.

CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE
Occupational Therapy Assistant Program
OTA 180, 185 and 280
OTA 294 and OTA 295

The clinical sites have indicated that they would like to know a little about you before you begin your fieldwork. In order to provide this information, you are asked to send a letter to the contact person listed on your assignment sheet. This should be done as soon as you receive the assignment information. You may wish to include the following information:

1. Thank the contact person for agreeing to supervise you.
2. How you got interested in Occupational Therapy.
3. Your interests and career goals.
4. Any prior experience in Occupational Therapy or other health care related field.
5. Anything else that is interesting about you or that would help the contact person know what you need in terms of supervision or clinical experience.

A paragraph or two is all that you need, and you certainly don't need to include highly personal information or anything in great detail. You will still need to call your site and find out about parking, dress code and the other items listed in your student handbook.

If you need assistance with this letter, please ask the AFWC for help.

Personal Data Sheet For Student Fieldwork Experience

Name_____ Birth Date*_____

Permanent Home Address_____ Sex*_____

Marital Status*_____ U.S. Citizen_____ Other_____

Name, address and phone no. of person to be notified in case of accident or illness

EDUCATION INFORMATION

1. Academic year completed: Jun._____ Sen._____ Other_____

2. Previous colleges or universities attended_____

Degree_____

3. Special skills and interests

4. Foreign languages read_____ spoken_____

HEALTH INFORMATION

1. Health insurance: yes ☐ no ☐. Name of company_____

Group number_____. Subscriber number_____

2. Specific health information regarding the student:

PREVIOUS WORK EXPERIENCE

*optional

SUGGESTED PERSONAL DATA SHEET
FOR STUDENT FIELDWORK EXPERIENCE
(Continued)

Fieldwork Experience Schedule:

Center	Type of FWE	Reporting Date	Completion Date	Housing Desired

Additional Comments:

 (Signature)

 (Title of faculty representative)

 (Date)

CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE
OTA 294 and 295 Level II Fieldwork Experience

Student Record Of Experiences

Student Name: _____

Facility: _____

Dates: _____

I. Past Volunteer Experience (place, type of work, type of clients worked with, length of time)

II. Past Work Experience (place, type of work, length of time, type of clients worked with -- if relevant)

Student Record of Experiences

III. Level I Fieldwork (Facility, Major diagnosis worked with)

1. OTA 180 (Pediatric)
2. OTA 185 (Psychosocial)
3. OTA 280 (Physical Dysfunction)

STUDENT'S CLINICAL EXPERIENCE RECORD

This form was provided by Mercedes Abella

Institute of Rehabilitation Medicine

New York, New York

The form is used by many educational programs and fieldwork centers.

Name: _____

The following outline is a compilation of various experiences offered during student affiliations. This form is designed to serve you and your clinical affiliation supervisors in at least two ways. It will give you an idea of the kinds of experiences to expect during a clinical assignment and provide an opportunity to review and appraise your experience at the end of an affiliation. It will also help your clinical supervisor to plan your experience on the basis of what you have had in previous affiliations.

It is important, therefore, that you bring with you the form to your next affiliation in order that a schedule may be adjusted to your experience. It is your responsibility to maintain this on-going record throughout the affiliation period. You may find it helpful to keep a list of diagnoses treated on the back of the last page.

Each vertical (numbered) column corresponds to the sequence of assignments detailed below.

1. Preclinical Experience

2. First affiliation: Disability area: _____

Name of Center	Location	Dates
----------------	----------	-------

3. Second affiliation: Disability area: _____

Name of Center	Location	Dates
----------------	----------	-------

4. Third affiliation: Disability area: _____

Name of Center	Location	Dates
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For each item, in the appropriate number column, fill in any letter(s) from the following code which describe(s) the nature of your experience with that item at the center:

N - none

D - in discussion or lecture

O - observation

P - participation

STUDENT'S CLINICAL EXPERIENCE RECORD

(Continued)

I. PATIENT TREATMENT

	Pre-Clinical	Clinical Affiliations		
		1	2	3
A. Age				
1. 0 - 12				
2. 13 - 20				
3. 21 - 49				
4. 50 - 64				
5. 65+				
B. Sex				
1. Male				
2. Female				
C. Stages of Illness				
1. Acute				
2. Convalescent				
3. Chronic				
D. Treatment Settings				
1. Clinic: in-patients				
out-patients				
day patients				
2. Ward				
3. Home				
4. Community facility				
5. Other (specify)				
E. Treatment Approach				
1. Individual (one-to-one)				
2. Individual treatment in a group environment				
3. Treatment of total group				
F. Special Problems				
1. Speech and language disorders				
2. Visual disorders				
3. Upper extremity prosthetics				

STUDENT'S CLINICAL EXPERIENCE RECORD
(Continued)

		Pre-Clinical	Clinical Affiliations		
			1	2	3
G.	Patient evaluation on which to base treatment planning				
1.	Initial functional testing				
2.	Home evaluation				
3.	Pre-vocation evaluation				
H.	Treatment modalities				
1.	Activities of daily living				
a.	self-care				
b.	transfer				
c.	homemaking				
d.	communication retraining				
2.	Neuromuscular re-education				
3.	Perceptual-motor retraining				
4.	Arts and crafts				
5.	Recreational activities				
6.	Prosthetics				
7.	Splinting				
8.	Group Dynamics				
9.	Pre-vocational training				
10.	Adapted equipment				
11.	Wheelchair prescription				
12.	Other (specify)				
I.	Emergency situations				
1.	Insulin reaction				
2.	Seizure				
3.	Communicable disease or isolation				
4.	Fire				
5.	Accident				

6.	Respiratory problem				
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STUDENT'S CLINICAL EXPERIENCE RECORD
(Continued)

		Pre-Clinical	Clinical Affiliations		
			1	2	3
7.	Cardiac arrest				
8.	Disturbed, assaultive patient				
9.	Drug reaction				
10.	Other (specify)				
J.	Familiarity with patient services				
1.	Speech therapy				
2.	Physical therapy				
3.	Nursing				
4.	Recreation				
5.	Vocational rehabilitation counselor				
6.	Industrial therapy				
7.	Social service				
8.	Home care services				
9.	Surgery				
10.	Group therapy				
11.	Psychology				
12.	Special education				
13.	Music, dance therapies				
14.	Others (specify)				

II. COMMUNICATION SKILLS - oral or written responsibilities. (Add to code for this section only: C - conduct or lead group session).

1.	Team conference				
2.	Ward rounds				
3.	Physicians				
4.	Families				
5.	Department seminar or meeting				

6.	Community agency, center				
7.	Use of audio-visual aids				

STUDENT'S CLINICAL EXPERIENCE RECORD
(Continued)

		Pre-Clinical	Clinical Affiliations		
			1	2	3
8.	Progress reports				
9.	Treatment plans				
	a. Individual patient				
	b. Group of patients				
10.	Home program				
11.	Case history				
12.	Demonstrations, lectures				
13.	Teaching				
14.	Specialty conference, rounds, meetings				
15.	Orientation of other personnel, services, agencies; department tour				
16.	Other (specify)				

III. ADMINISTRATION

1.	Organization and administration of hospital and/or department				
2.	Budgeting and financial management of OT unit				
3.	Legal requirements and precautions				
4.	Scheduling treatment				
5.	Purchasing				
6.	Charging patients				
7.	Management of facilities, equipment, supplies				
8.	Planning a volunteer program				

9.	Others (specify)				
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STUDENT'S CLINICAL EXPERIENCE RECORD
(Continued)

IV. SUPPLEMENTARY EDUCATIONAL OPPORTUNITIES

		Pre-Clinical	Clinical Affiliations		
			1	2	3
1.	In-service classes,				
	discussion groups				
2.	Professional meetings, conference				
	a. OT				
	b. Other medical specialty				
	c. Diagnostic focus				
	d. Treatment workshop				
3.	Conference with supervisor				
4.	Literature, journal club				
5.	Research project (specify your role)				
6.	Field trip (state place and focus)				

Use this space to make any additional comments you wish to communicate.

CINCINNATI STATE – OTA PROGRAM COLLABORATION WITH CLINICAL SITES – LEVEL II FIELDWORK

1. Student packet is sent to site approximately two months prior to clinical.
2. Site information including the fieldwork data form is made available to students – OT Center.
3. Student makes contact with site prior to clinical (via email). Students should check their email at least every 24 hours and respond in a timely manner.
4. Periodic phone calls are used by the FWE for additional information on an as-needed basis with the AFWC during the first 1-2 weeks.
5. “Check In” emails are used by Midterm (4-5 weeks) to gain feedback regarding functioning – documented in students’ file. This process continues to be used as needed for the remainder of the clinical rotation.
6. Two student seminars (2 hours each) are held twice during the fieldwork, once at midterm and once at final, to gain and provide feedback regarding the students’ clinical experience. Problems are identified and problem solving is promoted during these sessions. FWEs are contacted by the AFWC if, in the opinion of the Fieldwork Coordinator, any problems exist which need to be addressed.
7. Site visits are made on a regular basis and may be requested by the FWE, student or AFWC. Site visits can be made on very short notice (if necessary within several hours).
8. Students and FWEs are assured that they may contact AFWC at any time.
9. Student contracts are utilized as a method of promoting problem solving with at-risk students. The FWEs, students and AFWC engage in this process together, establishing a contract that will assist both the student and supervisor.
10. A Clinical Educators’ Workshop is held on a yearly basis at Cincinnati State to promote improved communication between the sites and the program. Professional development opportunities are provided and it is free of charge to those who supervise CSTCC students.
11. At the conclusion of the clinical, students review their Evaluation of the Fieldwork Site Experience with the clinical supervisor. A copy is left at the site and a copy is filed in the Cincinnati State fieldwork files to provide information regarding the site for future students.

12. Per the Ohio Licensure Board: Supervision of fieldwork. (a) Continuing education credit can be earned by supervising Level I students. One contact hour may be earned for each student supervised, with a maximum of six contact hours per renewal cycle. (b) Continuing education credit can be earned by supervising Level II students. Six contact hours may be earned per student for eight weeks of supervision. There is no limit of contact hours for Level II supervision. (c) A licensee must be a signing rater on the American occupational therapy association fieldwork performance evaluation (FWPE) to be eligible for continuing education credit. If more than one licensee is a signing rater on the FWPE, the contact hours earned shall be divided between the signing raters. (d) Proof of student supervision is a certificate of supervision from the student's school.
13. Any student who is placed at a FW site for less than 40 hours per week will work with the AFWC to make up the additional time.

CINCINNATI STATE TECHNICAL AND COMMUNITY COLLEGE
Occupational Therapy Assistant Program
Student Handbook

“Red Flags”

It's expected that your performance on fieldwork will be good and that it will be an enjoyable learning experience for you. However, learning experiences can occasionally be challenging. Furthermore, personal circumstances can sometimes interfere with learning. If you are having difficulties with your fieldwork or are finding it frustrating, it is important that you discuss this with your fieldwork supervisor and Cincinnati State Technical and Community College fieldwork coordinator.

From our experience we have found certain student behaviors to be indicators of difficulties on fieldwork. Following is a list of the “Red Flag” behaviors. These behaviors are unacceptable on fieldwork and need to be resolved. Again, they are often indicators of underlying difficulties that your supervisor or coordinator can assist you with. Students will have 1 opportunity to mediate those behaviors if brought to the attention of the AFWC and the student. If the behaviors continue, the student will not have an opportunity for further remediation.

Behaviors

1. Late in initial contact to fieldwork site
2. Tardy to placement
3. Absent without calling in
4. Attempts to rearrange scheduled times for personal convenience
5. Telling own problems to patients
6. Poor or inappropriate grooming, hygiene
7. Not accepting feedback
 - * Defensiveness
 - * Making excuses
8. Not incorporating feedback; ask same questions repeatedly
9. Denies that she/he is having difficulty; cannot see that there is a problem
10. Negative comments about Cincinnati State Technical and Community College, program, instructors, peers, patients, therapists
11. Not “prepared” while at fieldwork
 - * Expect supervisor to do assignments
 - * Not knowing what they are to do
 - * Assignments late or incomplete
12. Tells therapist how to do their treatment
13. Inappropriate use of humor with patients, staff, and others
14. Grammar, spelling, punctuation errors
15. Doing minimum of what is required; only acts when prompted
16. Does not ask questions, does not seek additional information
17. Giving patients their textbooks to read

18. Telling own problems to therapist as excuse for poor performance
19. Assignments late/incomplete
20. Not following appropriate channels of communication
21. Appears withdrawn; will not discuss problems
22. Taking breaks/lunches at inappropriate times
23. Inability to organize own daily routine
24. Does not interact with patients
25. Consistent subjective reporting of observations
26. Violation of any portion of the AOTA *Code of Ethics*

Miscellaneous OTA Program Information:

OTA Credentialing

OT State Licensure

Professional Organizations

OTA Lab Procedures

AOTA Fieldwork Information Available For Students (Online)

All students may access a Student Page on the AOTA website by going to <https://www.aota.org/community/get-involved/for-students>. Students will not be required to provide an AOTA member number or password to access this site.

The purpose of the site is to provide brief answers to those questions most frequently asked by students, such as fieldwork requirements (hours required, time off, types of fieldwork, repeating fieldwork), supervisor qualifications, grading, difficulties or failing, accommodations for a disability, finding sites out of the local area, international fieldwork, and unfair treatment. Several responses refer students to their respective academic programs for definitive answers.

Information also exists about the National Board of Certification for Occupational Therapy (NBCOT) exam, state licensure issues, and a variety of other issues related to students in occupational therapy education.

Cincinnati State Technical and Community College

Occupational Therapy Assistant Program

Student Handbook

Credentialing

In order to legally be employed as a COTA/L in the state of Ohio, an individual must meet the following **THREE** requirements:

- 1) **Graduate from an approved OTA educational program.** Cincinnati State Technical and Community College's OTA Program is approved by ACOTE (Accreditation Council for Occupational Therapy Education) of the American Occupational Therapy Association. A student must meet all institutional and programmatic requirements for graduation. Refer to the College handbook/catalogue for specific details.
- 2) **Receive a passing score on the NBCOT national certification exam.** The exam is offered year round and can be scheduled by the student at their convenience. There is a cost of several hundred dollars to take the exam which is non-refundable. The scheduled exam consists of 200 questions and the candidates are given 4 hours to complete it. The exams are offered at all Sylvan (Prometric) Testing Centers nationally. There is one approved testing location in the Cincinnati area.

NOTE: All academic and fieldwork requirements must be completed at the time that the candidate takes the exam. Transcripts are required to register.

Students will receive more specific information regarding the exam in OTA 242 (Summer semester) and during Level II Fieldwork seminars.

- 3) **Licensure by the state of Ohio.** Licensure is a state regulation. Not all states have licensure. Ohio, Kentucky and Indiana all require that occupational therapy practitioners (OT/OTA) receive a license from their own state regulatory board before working in that state. Any practitioner who performs OT services in more than one state may be required hold a current license for each state which they practice in. The state of Ohio currently participates in the Occupational Therapy Licensure Compact (<https://otcompact.org/>). More information about this process will follow.

In order to be licensed in the state of Ohio, an individual must meet the following:

4755.07 Requirements for license.

No person shall qualify for licensure as an occupational therapist or as an occupational therapy assistant unless the person has shown to the satisfaction of the occupational therapy section of the Ohio occupational therapy, physical therapy, and athletic trainers board that the person:

(A) Is of good moral character;

(B) Has successfully completed the academic requirements of an educational program recognized by the section, including a concentration of instruction in basic human sciences, the human development process, occupational tasks and activities, the health-illness-health continuum, and occupational therapy theory and practice;

(C) Has successfully completed a period of supervised fieldwork experience at a recognized educational institution of a training program approved by the educational institution where the person met the academic requirements. For an occupational therapist, a minimum of six months of supervised fieldwork experience is required. For an occupational therapy assistant, a minimum of two months of supervised fieldwork experience is required.

(D) Has successfully passed a written examination testing the person's knowledge of the basic and clinical sciences relating to occupational therapy, and occupational therapy theory and practice, including the applicant's professional skills and judgment in the utilization of occupational therapy techniques and methods, and such other subjects as the section may consider useful to determine the applicant's fitness to practice. The section may require separate

examinations of applicants for licensure as occupational therapy assistants and applicants for licensure as occupational therapists.

Applicants for licensure shall be examined at a time and place and under such supervision as the section determines.

Effective 4/6/07

4755.08 Licenses

The occupational therapy section of the Ohio occupational therapy, physical therapy, and athletic trainers board shall issue a license to every applicant who has passed the appropriate examination designed by the section and who otherwise complies with the licensure requirements of sections 4755.04 to 4755.13 of the Revised Code. The license entitles the holder to practice occupational therapy or to assist in the practice of occupational therapy. The licensee shall display the license in a conspicuous place at the licensee's principal place of business.

The section may issue a limited permit to persons who have satisfied the requirements of divisions (A) to (C) of section 4755.07 of the Revised Code. This permit allows the person to practice as an occupational therapist or occupational therapy assistant under the supervision of a licensed occupational therapist, and is valid until the date on which the results of the examination are made public. This limited permit shall not be renewed if the applicant has failed the examination.

Effective 4/6/07

CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE

Occupational Therapy Assistant Program

Student Handbook

Professional Organizations

As an occupational therapy assistant student, there are several professional organizations of which one can become a member. These organizations encourage students to become members so they can become familiar with the organizations as well as enjoy the benefits of membership. These organizations are voluntary **with the exception of AOTA. AOTA membership is mandatory and must be maintained during the entire curriculum beginning at midterm in the Fall semester of the first year.**

1. American Occupational Therapy Association (AOTA).

This is a nationwide professional organization for occupational therapy practitioners and students. An individual who joins this organization is considered to be a registered member of AOTA. There is a fee for membership and a reduced fee for student membership. If you are unable to meet this requirement, please notify the Program Chair. Access the application online www.aota.org.

Proof of membership is required by midterm of the Fall semester. Upon providing a copy of your current membership card (or verification of e-mail registration) your grade will be awarded for the first exam in OTA 105. This process is also required in order to receive a grade in the 2nd year Fall semester OTA 233. There are no exceptions!

AOTA membership is required in order to complete a number of assignments in the curriculum. AJOT articles are used to complete evidence-based assignments and are accessed through the AOTA website.

2. Ohio Occupational Therapy Association (OOTA).

This is the state branch of the AOTA. Again, there is a fee for membership and a reduced fee for student membership. A separate application must be completed in order to join the OOTA. More information will be provided regarding OOTA in the Fall semester. Access the online application www.oota.org.

3. Southwest Occupational Therapy Association (SWOOTA).

The Southwest District has a local chapter of OOTA. This group meets three times per year. **MEMBERSHIP IN OOTA AUTOMATICALLY MAKES YOU A MEMBER OF THE SOUTHWEST DISTRICT.** There is no separate membership to join. Students are encouraged to attend local meetings on subject matter in a variety of areas to enhance learning. These meetings and topics will be provided by the SOTA Professional Development Chair(s).

4. Student Occupational Therapy Association (SOTA).

This is a local organization composed of OTA students at Cincinnati State. It is a voluntary organization and there is no membership fee. Students who participate in SOTA activities have the opportunity to have fun, socialize and gain support from peers. Furthermore, it is an opportunity to develop skills important to have in the working world. Those students who participate in the SOTA club will have access to funding created by the group to travel to state and local conferences.

CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE

Occupational Therapy Assistant Program OT Center Safety and Operating Procedures

- In the case of an emergency in the Center, students should dial 513-569-1558 (or **1558 if using the phone in the foyer**) immediately and report the incident. This will take the caller to the UC Police Department who will then dispatch the Cincinnati State campus police.
- Students are permitted to use the OT Center during posted faculty office hours. During these times, students may work on projects and on class assignments. Students wishing to use the Center at other times must speak directly with a faculty member from the OTA Program in advance.
- Material/books/files/supplies removed from a cabinet must be put back in same cabinet/drawer by the end of the lab session.
- Each lab session will not be dismissed until all materials are put away and surfaces have been disinfected. If a student finishes early and would like to leave class before dismissal, they must obtain permission from the instructor.
- Students will be assigned by the instructor on an as needed basis to clean/organize the Center. The student will be responsible for seeing that all materials/supplies are put away in the appropriate cabinet/drawer and counters, tables and sinks are clean.
- Power tools/equipment may be used only under supervision of a faculty member.
- Eating /drinking is allowed during class time as long as students clean up after themselves and the food and/or drink does not interfere with any lab techniques. However, no food or drinks (except enclosed water bottles) are allowed in the 2nd floor treatment room or the bedroom on the 2nd floor. This will help prevent spilling and problems with pests.
- Any supplies taken from the Center for an assignment must have consent from the OTA Program faculty.
- Books and fieldwork files are not to be taken from the OT Center at any time, and must be kept in the lab so that they are available to all students.
- The computers and all other technology (including the printer) in the Center are only to be used for educational purposes. No use of that equipment is allowed for personal reasons. Students abusing this equipment may have privileges revoked or suspended.
- Students should practice safety at all times in the Center. On such occasions where lab skills are practiced or power tools are used, students should remove dangling jewelry, secure clothing, tie hair back and, if indicated, wear goggles.
- If the Center is found in disarray, the Center privileges may be taken away at the discretion of the faculty and staff. Any items left behind will be placed in the Center's Lost and Found basket. \$.25 will be required to get those items back.
- Students must be cautious in turning off all appliances, closing all windows and properly storing and disposing of any trash. Any overflow of trash should be removed to the garage and faculty should be notified.
- Any student who uses any equipment to be removed from the OT Center must have approval from an OTA faculty. Return of the equipment must also be reported to ensure

maintaining records of equipment. Failure to adhere to the Center equipment policy will result in loss of privileges.

- All current students should enter and exit the OT Center for class via the rear door. During regular operating hours when faculty are present, this door will be unlocked. The front door is reserved for visitors to the Center and new students receiving advising for classes.
- All book bags and personal items should be kept clear of lab spaces (hung on the hooks provided in the 2nd floor hallway) and should be left outside of the lecture areas (in the living room) to enable safe passage through the room.
- The copier and desk in the foyer of the OT Center is for faculty and staff use only, or only used with the express permission of a faculty member. A student copier/printer is available in the kitchen of the OT Center which is connected to the student network for the college. Any need related to repair or exhausted supplies, ie. copy paper, should be reported to OTA faculty attention for remedy.
- **Infection Control:** In order to practice infection control in the lab areas, all equipment used by the students for practice or class demonstration should be thoroughly disinfected with the disinfectant spray provided in the Center. All mats should be wiped down after each class. Any kitchen equipment used will be cleaned with dishwashing soap, dried and put away. No dishes are to be left in the sink or the drying rack. Leftover food should be removed. Any deviance from this protocol may be grounds for loss of Professionalism points.
- While at the OT Center, if any exposure occurs due to hazardous substances, OSHA procedures for handling hazardous materials can be found through the NIOSH (National Institute for Occupational Safety and Health) website.
<https://www.cdc.gov/niosh/docs/2005-149/>
An MSDS binder is also located in the foyer for reference.
- **Evacuation:** All exits will remain clearly marked and unobstructed to enable safe evacuation of the premises. No doors between rooms shall be locked. Students/faculty may use any exit (rear, front, side, or basement) to leave in an emergency. In the event that the fire alarm is enabled, all students and faculty should evacuate from the premises immediately.

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