



# **Occupational Therapy Assistant Program**

**Student Handbook**

**2024-2025**



**The Phoenix embodies the principle of regeneration and has been used as badge for occupational therapists since the 1930s.**

## **Welcome to Students at MSC OTA Program**

Dear Student,

Welcome!

On behalf of the entire faculty and staff of the OTA Program at Murray State College, I congratulate you on pursuing an exciting and fulfilling career in the field of occupational therapy! You are embarking into one of the most sought-after, highly in demand, and rewarding jobs in health care. Occupational Therapy is a life-long endeavor that provides the opportunity to invest in the lives of those around you.

As you learn and grow in this challenging program, you will immerse yourself with the knowledge, skills, and concepts in Occupational Therapy practice. You will have preparation and training in both academic and clinical/fieldwork components. This program, along with your personal motivation and efforts, will help you prepare to be the best Occupational Therapy Assistant that you can be upon entry-level practice.

This student handbook is a guide designed and developed to make you aware of the MSC OTA Program's rules and regulations, as well as the general student policies and procedures at Murray State College. I strongly advise you to read this thoroughly, understand it, and comply with it. This will help you remain steadfast in fulfilling your part as a student in our program and at MSC.

Once again, I welcome you and it is a pleasure to share this learning experience with you!

Sincerely,

Dr. Jayne Campanini, OTD, OTR/L  
Associate Professor  
OTA Program Chair  
Murray State College

## Table of Contents

<b>Section I</b>	<b>Overview of the Occupational Therapy Assistant Program</b>
2	New Student Welcome
3	Table of Contents
4	General Information and Accreditation Statement
5	Program Description & Purpose
7	OTA Program Student Learning Outcomes and Curriculum Threads
8	Domains of Learning
11	Clinical Fieldwork Education
12	OTA Program Curriculum
13	OTA Program Course Description
16	Professional Behaviors
18	Essential Functions of the OTA
21	Health Science Department Roster - Faculty and Staff
22	Health Science Administration Organizational Chart
23	Facilities
<b>Section II</b>	<b>Policies and Procedures</b>
23	Occupational Therapy Assistant Program Policies
27	OTA Admission and Progression Policies
30	OTA Program Academic Policies
30	Classroom Attendance Policy
31	Fieldwork Attendance Policy
31	Inclement Weather Policy
31	Examinations Policy
32	Methods of Evaluation of Student Learning
36	Student Educational Rights -FERPA
37	Release of Student Information & Patient Rights-HIPAA
37	Dress Code
39	Lab Cleaning Policy
40	Readmission Policy
40	Grade Appeals
42	OSBMLS, NBCOT, OKOTA, AOTA
42	Committees and Student Organizations
<b>44</b>	<b>Section III</b>
	<b>Forms</b>

## SECTION I

### GENERAL INFORMATION

#### **Mission of the Murray State College Occupational Therapy Assistant Program**

Murray State College OTA program creates competent Occupational Therapy Assistants to facilitate maximum participation in life through meaningful occupations, promoting dignity and freedom in the clients and communities they serve.

#### **Purpose of Handbook**

The OTA Program Student Handbook is a guide for students in finding the answers to common questions pertaining to the program. Students are responsible in reading and understanding all the information in the Handbook. Students who claim to be unaware of a policy are not excused from complying with the policy. Students should request clarification as soon as possible if any portion is unclear. After reading the Student Handbook, *all students are required to sign the last page and return it to the OTA Program Director before fall classes begin.*

Each student is responsible for compliance with the information in this Handbook. The Occupational Therapy Assistant Program reserves the right to change policy and regulations as deemed necessary. The students will receive notice should changes occur.

#### **Accreditation Statement**

The OTA program at Murray State College is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) which is located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD, 20814. ACOTE's phone number and email address is (301) 652-6611 and [accred@aota.org](mailto:accred@aota.org). ACOTE's Web address is [www.acoteonline.org](http://www.acoteonline.org).

An occupational therapy assistant program must be accredited by the AOTA's Accreditation Council for Occupational Therapy Education (ACOTE) prior to students' graduation for its students to be eligible to sit for the national certification examination offered by the National Board for Certification in Occupational Therapy (NBCOT) at [www.nbcot.org](http://www.nbcot.org). Applicants for certification testing with the NBCOT and subsequently for licensure in the state of Oklahoma (or state of choice) must meet all requirements to hold an Oklahoma license (or license in state of choice) to practice as an occupational therapy assistant. In addition, a felony charge or conviction may affect the graduate's ability to take the NBCOT Examination and to apply for state licensure. All students must complete the Level II fieldwork experiences within 12 months following completion of the didactic coursework of the OTA program and prior to registering for and taking the NBCOT exam.

### PROGRAM DESCRIPTION

The Occupational Therapy Assistant Program offered at Murray State College (MSC) leads to an Associate in Applied Science (A.A.S) Degree. The Associate in Applied Science degree program at MSC is a “1 + 1” model program. The first portion of the program consists of 34 credit hours of prerequisites and the second portion consists of 35 credit hours of specialized occupational therapy assistant courses only available to students after formal acceptance into the program.

At Murray State College, the Occupational Therapy Assistant program prepares the student “to deliver occupational therapy services under the supervision of and in partnership with the occupational therapist” (AOTA, 2014) and to uphold the Occupational Therapy Code of Ethics, core values and standards of conduct of occupational therapy practice (AOTA, 2015). Effective occupational therapy service delivery involves a collaborative relationship between the supervising occupational therapist and the occupational therapy assistant using a client-centered approach with the person served and their family. The graduate will articulate the role and responsibility of the occupational therapist and the occupational therapy assistant in the supervisory process and be prepared to uphold the ethics, standards, values, and attitudes of the occupational therapy profession.

A.A.S. degree program graduates are prepared to take the nationally prepared certification examination through the National Board for Certification in Occupational Therapy (NBCOT). Following successful completion of the national certification examination, the graduate may enter the profession of occupational therapy and provide client-centered occupational therapy services under the direction and supervision of a qualified occupational therapist. Most states including Oklahoma and Texas require a license to practice as an Occupational Therapy Assistant. A student may apply for state licensure after receiving a passing score on the NBCOT examination.

### **References**

American Occupational Therapy Association. (2014). Guidelines for supervision, roles, and responsibilities during the delivery of occupational therapy services. *American Journal of Occupational Therapy, 68*

American Occupational Therapy Association (2015). Occupational therapy code of ethics and ethics standards. *American Journal of Occupational Therapy, 69*

### **Purpose**

The program aims to meet the needs of prospective students in their communities, with a focus on regional health care providers in the 10-county service area of the college and the student who may struggle to attend traditional face to face programs due to life barriers. The OTA program provides students an effective virtual learning environment with weekend classroom laboratory activities 3 times per semester, and fieldwork experiences, while providing student support services, faculty guidance, and current occupational therapy resources. The program prepares its graduates to be effective providers of occupational therapy services as competent generalists within a healthcare or educational team, under the supervision of an occupational therapist and to act as responsible members of the profession.

### OTA Program Outcomes

A student/graduate of the OTA program at Murray State College will achieve the following outcomes in each of the five areas: Knowledge, critical reasoning, interpersonal skills, performance skills, and ethical reasoning. The concepts of knowledge, ethics, collaboration, communication, and professional reasoning are threaded throughout the curriculum to assist with achieving student outcomes.

Student Learning Outcomes	Curriculum Threads
---------------------------	--------------------

“Education promotes professional and clinical reasoning; critical thinking; cultural understanding; and the integration of professional values, theories, evidence, ethics and skills” (AOTA, 2018). Students learn how to use occupation to improve occupational performance through improvement and enhancement of skills; promote healthy lifestyles for health and wellness and disease prevention; improve quality of life through participation and role competence to have a “good life” across the lifespan (AOTA, 2017). Using an active learning and project-based methodology, students engage in curriculum design that stimulates critical thinking and professional reasoning by applying many opportunities for learning interactions over time which creates the phenomena of self-discovery and novel ideas through these complex encounters (Gelfand and Engelhart, 2012). These encounters focus on individuals, families, communities and populations within various environments and contexts of which occupation occurs. This design allows future occupational therapy assistants “continuous professional judgement, evaluation, and self-reflection for life-long learning and continuous advocacy.” (AOTA, 2018).

#### References

American Occupational Therapy Association. (2018). *The philosophy of occupational therapy education*. Retrieved from <https://ajot.aota.org/article.aspx?articleid=2701702&resultClick=3>

*The American Journal of Occupational Therapy*, 2017, *The philosophical base of occupational therapy*. Retrieved from <https://doi.org/10.5014/ajot.2017.716S06>

Gelfand, L. & Engelhart, S. (2012) *Dynamical systems theory in psychology: Assistance for the lay reader is required*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3464058/>

#### Nature of Learning

Learning is an active process. Content learning starts with simple and concrete and builds to complex and abstract. Learners first acquire facts, develop concepts, organize into principles, and then problem solve. Learners have unique knowledge, experiences, and ways of learning. Learning occurs in an upward, circular, variable progression through uneven stages and steps. Organization of learning occurs when students are actively engaged in making sense of information within a known or meaningful pattern or personal context. The learner must first have the right attitude, self-motivation, and appropriate behavior to make the learning experience positive and beneficial to the learner.

<p>Knowledge</p> <ul style="list-style-type: none"> <li>• The student will satisfactorily complete the didactic and fieldwork components of the program.</li> <li>• The graduate will satisfactorily pass the national certification board exam for occupational therapy assistant.</li> <li>• The graduate will keep current with best practice with life-long learning, leadership and advocacy.</li> </ul>	<p><b>Application of knowledge</b> on evidence based; client centered and contextually relevant interventions; health and wellness leadership and advocacy within OT.</p>
<p>Ethical Reasoning</p> <ul style="list-style-type: none"> <li>• The student/graduate will uphold the ethical standards, values, and attitudes of the occupational therapy profession.</li> </ul>	<p><b>Ethical and professional behavior</b> regarding judgement, core values, commitment to the code of ethics and standards of practice.</p>
<p>Performance Skills</p> <ul style="list-style-type: none"> <li>• The student will satisfactorily employ occupational therapy principles to complete assessment tools, create unique interventions through group projects, presentations and demonstrations, simulated treatment activities, lab practical exams, and other student evaluation methods.</li> <li>• The graduate will employ occupational therapy principles to complete assessment tools and interventions as an entry level practitioner under the direction of the Occupational Therapist.</li> </ul>	<p><b>Apply standards of practice to Performance Skills</b> for completion assessment tools and creating unique interventions based on scientific evidence.</p>
<p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• The student/graduate will demonstrate accurate, conscientious, and effective</li> </ul>	<p><b>Demonstration of effective communication skills</b> reflecting written, verbal, and non-verbal using quality communication</p>

communication skills to ensure quality practice skills.	developed through self-exploration and understanding.
<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>• The student/graduate will establish critical thinking and professional reasoning skills necessary to achieve treatment outcomes, revisions and discharge recommendations by creating unique interventions for health promotion, compensation, adaption and prevention.</li> <li>• The student will seek out new opportunities for leadership and advocacy within occupational therapy.</li> </ul>	<p><b>Use of Professional Reasoning for Critical Thinking</b> to create scientifically based interventions, revisions and outcomes.</p>

**DOMAINS OF LEARNING**

The program’s faculty believes that professional occupational therapy education is a dynamic process. Learners have unique prior experiences and knowledge that are inherently valuable and serve as the basis for the development of new knowledge, skills, and attitudes. These types of learning can be conceptualized using three domains of learning identified in Benjamin Bloom’s Taxonomies of Learning.

Learning knowledge, skills, and abilities occurs in three domains, of equal importance and value in professional education, which are addressed throughout the curriculum:

- **Affective domain:** This domain includes how we deal with things on an emotional or feeling level: values, attitudes, motivations, enthusiasms, and emotions. Students bring with them inherent beliefs developed through unique life experiences. The program curriculum, academic and clinical faculty will guide students through a process of self-awareness, valuing, and internalization of the core values of the profession helping to shape their professional and personal development and elicit commitment to the ideals of the occupational therapy profession. Evaluation of this domain will take place by the student, academic and clinical faculty using a variety of methods including journaling, written and verbal responses to clinical problems, self-assessment, small group and electronic discussions, and behavioral and skills evaluations.
- **Cognitive domain:** This area involves knowledge, comprehension, analysis, and evaluation. This domain



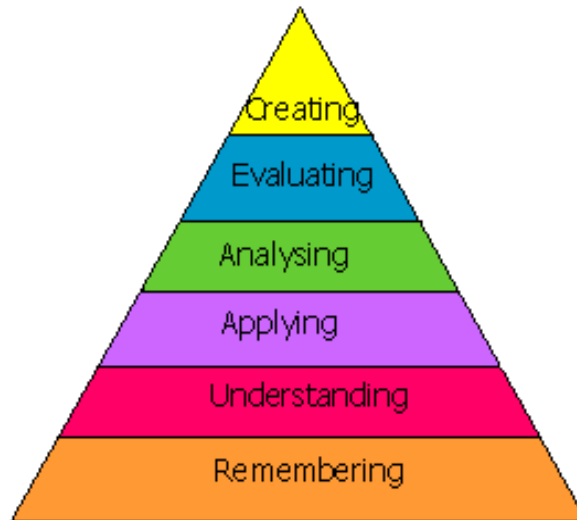
involves six level or layers: remembering, understanding, applying, analyzing, evaluating, and creating. It is conceptualized as a prism that shows hierarchy with each layer a more complex one toward the top as seen in Table 3, p. 10. Growth starts at the bottom or simple layer, remembering, and advances through the top more complex layers, evaluating and creating. As students learn new information, they will begin again at remembering and expand through the levels by means of incorporation and integration of new and old learning. Progression of learning through levels is a constant layering process with the accumulation of personal meaning and relevance; conceptualized as the filling between the layers, from the affective domain. This is crucial to intellectual development and the ability of the student to master core content required of the occupational therapy assistant and critical to developing clinical reasoning. The academic and clinical instructors evaluate the student in this domain through but not limited to case studies, classroom simulation, documentation practice, examinations, projects, presentations, class discussions, electronic (blackboard) posts, and application in clinical/fieldwork situations.

- **Psychomotor domain:**

The physical movement, coordination, and motor skill required to accomplish treatment interventions, patient teaching, and assessments provided by the occupational therapy assistant are an important part of learning. Since some students learn best through doing, the faculty will incorporate “doing” or psychomotor learning to optimize and reinforce learning in the cognitive domain. The learning “by doing” approach will be applied throughout the curriculum to facilitate learning in all domains. Student performance of practical skills in the occupational therapy skills labs, OTA classes, and during the fieldwork component of the curriculum is to evaluate skill development in motor learning in the psychomotor domain.

- **Spiritual and perceptual domains**

Additionally, learning activities will occur in spiritual and perceptual areas, which are considered domains of learning by some educators. These domains are not well classified or defined in steps as are the other three. The OTA faculty believes that learning in the perceptual domain overlaps with and can be evaluated through performance in the psychomotor domain. Unique to Occupational Therapy theory is inclusion of a spiritual domain, i.e., a Spiritual Context, defined as, “the fundamental orientation of a person’s life; that which inspires and motivates the individual” (AOTA, 2002 Occupational Therapy Practice Framework.) Thus, exploration of beliefs, values, motivation, life meaning, self-reflection, and understanding of the spiritual context will be included. Students will be guided and encouraged to explore this domain, but will not be specifically evaluated by the program’s faculty.



Source: [http://www.odu.edu/educ/ltschult/blooms\\_taxonomy.htm](http://www.odu.edu/educ/ltschult/blooms_taxonomy.htm)

### **New Version of Bloom's Taxonomy of Learning**

**Remembering:** Can the student recall or remember the information?

**Understanding:** Can the student explain ideas or concepts

**Applying:** Can the student use the information in a new way?

**Analyzing:** Can the student distinguish between the different parts?

**Evaluating:** Can the student justify a stand or decision?

**Creating:** Can the student create new product or point of view?

*In order to complete the program successfully, each student must show satisfactory progress in each of the above domains of learning demonstrating resilient patterns of performance.*

### **Healthcare Informatics**

Another important area of learning is in the field of medical informatics, or *healthcare informatics*. Healthcare professionals must competently participate in current technology in the virtual context including electronic medical records, electronic healthcare information systems, electronic patient and data processing, and internet-based medical and consumer informatics. Healthcare informatics includes the use of health information technology to improve patient care, improve the quality, and increase the efficiency of health care delivery.

*"Healthcare Informatics is defined generally as understanding the meaning, relationships and properties of health care information as a basis for biomedical knowledge discovery, information retrieval, storage and dissemination for purposes of supporting the process and evaluation of health care of the public and content to future health professionals." (Web information from KU Center for Healthcare Informatics, [www.kumc.edu](http://www.kumc.edu))*

Understanding the effective use of electronic or virtual technology for student and professional learning is indispensable for healthcare professionals to make best use of a wide array of electronic medical information systems and communications technology. Murray State College OTA students will participate in healthcare informatics. Students are required to become effective at accessing online resources and using technology to communicate with classmates and faculty. Most assignments are turned in using online technology, and access to online resources outside of class is

required. Most exams will be proctored using virtual systems. Murray State College recognizes the value of technology in education and provides resources to meet the needs of students and faculty.

### **CLINICAL/FIELDWORK EDUCATION**

Clinical experiences are designed to meet the needs of the student. These experiences are based upon OT theory and current OT practice. Qualified fieldwork educators (FWE) supervise OTA fieldwork students from approved facilities utilized for fieldwork education experiences.

In general, students in the OTA program will not be placed in Level II fieldwork settings where no occupational therapy services exist. However, should this case arise, the following plan will be in effect: An OTR with at least 3 years of full time experience or a COTA who is working under the direction of an OTR and with at least 3 years of full time experience will be secured contractually by the College's OTA program to provide supervision. This fieldwork supervisor will be contracted to provide a minimum of eight hours per week of direct supervision on site with the student. The OT practitioner will share contact information with the student to allow contact during and outside of fieldwork hours via: home phone, cell phone, email, text, and other methods as deemed appropriate by the college OTA program. Additionally, the fieldwork supervisor will regularly (at least weekly) contact the AFWC to report on the student's progress at the site. An onsite supervisor designee will be chosen by the AFWC in collaboration with the fieldwork site and the OT fieldwork supervisor. The supervisor designee will be in a position to guide the student daily in his/her work and provide fieldwork education. The supervisor designee will also have access to the OT fieldwork supervisors contact information during and outside of work hours. The supervisor designee and the OT fieldwork supervisor will have face to face contact at least weekly, and phone/email contact at least twice weekly during the course of the student's placement.

Facilities are selected primarily from various locations in the service area of Murray State College. However, student convenience does not take priority over educational need. When a student can benefit from a specific clinical site that requires extended travel, then the student must arrange to complete any assigned fieldwork experience. Students take part in the identification of needed and desired fieldwork experiences through advisement with the Academic Fieldwork Coordinator. While students participate in the process and are encouraged to help with the development of new fieldwork sites in areas where they may have family or friends whom to stay with, the faculty ultimately determines the fieldwork site location that each student will complete as part of the fieldwork education component of the program. Close geographical proximity is not guaranteed. Students can expect to drive, with the student's own transportation means or arrangement, up to an hour and a half each way, or to make personal arrangement for lodging in a more distant location.

Each student has a Student Fieldwork Manual provided at the pre-fieldwork seminar. Each student will also have, in hardcopy and/or in electronic format, a schedule of activities, required assignments, and required forms to complete in the fieldwork experience.

The MSC OTA fieldwork education portion of the curriculum consists of Level I and Level II experiences. Level I experiences are scheduled during the didactic portion of the curriculum. Level II experiences consist of two eight-week rotations of full-time fieldwork experiences that occur after successful completion of 29 credit hours of required specialized coursework. Level II experiences are generally Mondays thru Fridays from 8 o'clock to 5 o'clock. Some sites also offer variations on scheduling depending on the fieldwork educator's schedule, such as 4-10-hour days, 4 and ½ days,

or 3-12 hour days followed by 4 days off, etc.

## **OCCUPATIONAL THERAPY ASSISTANT PROGRAM CURRICULUM**

### **MISSION of Murray State College**

The mission of the college states:

*Murray State College Provides Opportunities for Student Learning, Personal Growth, Professional Success, and Community Enhancement.*

The OTA program supports this mission and OTA students have the same rights, privileges, and obligations as other Murray State College students and are encouraged to participate in college life. A graduate from Murray State College will have achieved several key outcomes resulting from the education process. The OTA program supports and builds upon student success through the attainment of the following:

- ❖ Effective Communication
  - Students will demonstrate effective communication skills necessary for daily interaction in society and the workplace
- ❖ Responsible Citizenship
  - Students will demonstrate an awareness of social and civic responsibilities.
- ❖ Global Awareness
  - Students will demonstrate an awareness and acceptance of cultural diversities and the humanities.
- ❖ Critical Thinking
  - Students will demonstrate problem-solving and critical thinking skills necessary for personal and professional success.
- ❖ Quantitative Reasoning
  - Students will demonstrate quantitative reasoning skills by performing mathematical and scientific computations common to various technical fields.
- ❖ Information Literacy
  - Students will demonstrate and apply information literacy skills and utilize technological resources necessary for personal and professional success.

### **General Education Requirement – 1st year**

Murray State College's curriculum provides the general education needed to produce literate, informed, and involved citizens. It provides training in written and oral communication skills, critical thinking, and knowledge about the history and political system of the United States, and of world culture. It exposes the student to literature, and to the visual and performing arts. It grounds students in the basic mathematical, scientific, and computer skills necessary to function in the modern world. General Education curriculum at Murray State College emphasizes the development of critical thinking skills and writing-across-the-curriculum.

## **Specialized Coursework – 2<sup>nd</sup> year/specialty year**

The specialized portion of the program builds on the groundwork established by the prerequisite courses. The general education and technical support prerequisite courses prepare students to enter the specialized occupational therapy coursework in the second year of the program. The specialized occupational therapy coursework consists of 35 hours designed to meet ACOTE's requirement to build on "a foundation in the biological, physical, social, and behavioral sciences that supports an understanding of occupation across the life span." The specialized coursework prepares students to meet the specific performance and theoretical standards specified by the ACOTE. The specialized coursework is designed to prepare the student to meet the goals of the OTA program. These include developing the ability to think creatively and critically, to clarify and uphold the ethics, attitudes and values of the profession, to develop effective communication skills, be prepared to apply occupational therapy interventions based on current occupational therapy principles and best practice and to provide leadership and advocacy for the field of occupational therapy. Fieldwork I courses will enrich the didactic content of the program by offering students opportunities to observe, apply knowledge and skills to practice, and to develop understanding of the needs of clients. Fieldwork II courses will provide in-depth supervised experiences that augment the curriculum to develop competent entry-level generalist occupational therapy assistants per ACOTE requirements.

## **Occupational Therapy Assistant Program Course Descriptions**

### **OTA-2111 Introduction to the Philosophy of Occupational Therapy**

Prerequisite: Admission to the occupational therapy assistant program.

This initial course provides an overview of occupational therapy including the philosophy, values, ethics, and beliefs, which form the foundations of the profession. The role of occupational therapy in various healthcare settings and the role of the OTA and the OTR will be introduced. The essentials of success in the OTA program will be investigated including basic computer competence, utilization of media and learning resources, and success strategies for learning. The processes of self-examination, cooperation, and teambuilding for enhancing learning will be explored. Credit: one semester hour, 1-hour lecture.

### **OTA-2222 Critical Reasoning for Activity Analysis**

Prerequisite: Admission to the occupational therapy assistant program.

This lab course examines the history of occupational therapy with the use of activity for therapeutic intervention. This course incorporates skill building in activity and task analysis to develop professional reasoning and treatment planning, including grading and adapting activities and choosing appropriate interventions. Credit: two semester hours, 6 hours lab.

### **OTA-2113 Occupational Therapy Process and Investigation**

Prerequisite: Admission to the occupational therapy assistant program.

This course provides an introduction to the Occupational Therapy Framework, theories, frames of reference, treatment models and evidence-based practice that provide the basis for treatment

planning and treatment interventions. Introduction to therapeutic use of self and professional reasoning is emphasized. Course focus on fundamentals of occupational therapy documentation. Credit: three semester hours, 3 hours lecture/seminar.

**OTA-2133 Understanding Clinical Conditions through Leadership and Advocacy in OT**

Prerequisite: Admission to the occupational therapy assistant program.

This course includes the study of medical terminology, common clinical conditions and symptoms encountered in occupational therapy practice and how to advocate for those having these conditions. This course develops teamwork and skills to instruct others on how to promote health, manage symptoms, and examine the impact of disability on function and occupation. Credit: three semester hours, 3 hours lecture.

**OTA-2143 Kinesiology and Upper Extremity Interventions**

Prerequisite: Admission to the occupational therapy assistant program.

This course provides a review of basic musculoskeletal anatomy and introduction to medical terminology as it relates to the structure and function of the human musculoskeletal and sensory systems. The concepts of kinesiology, the basic mechanics of motion, are introduced with the development of skills and the analysis of movement. Upper Extremity conditions and treatments are emphasized. Credit: three semester hours, 2 hours lecture and 3 hours lab.

**OTA-2101 Fieldwork I-A**

Prerequisite: Admission to the occupational therapy assistant program.

Supervised clinical time to offer students structured opportunities to observe patients, medical professionals, and occupational therapists in various settings and apply knowledge and skills thus far gained, as appropriate, Credit: one semester hour

***The prerequisites for the second semester courses are successful completion of all first semester classes with a "C" or better and permission of all OTA faculty members.***

**OTA-2121 Fieldwork IB**

Prerequisite: Admission to the occupational therapy assistant program.

Students continue practical clinical experiences in clinical settings to allow observation and application of knowledge and skills gained in the first semester coursework. Credit: one semester hour

**OTA-2203 Occupational Therapy Interventions in Pediatrics**

Prerequisite: Admission to the occupational therapy assistant program.

This course provides the theory and practice of selected occupational therapy interventions for infants and children with occupational performance dysfunction in physical and psychosocial areas. Includes a review of growth and development, commonly seen clinical conditions, effects on occupational functioning and use of professional reasoning in the application of relevant interventions. Credit: three semester hours, 2 hours lecture and 3 hours lab.

### **OTA-2122 Therapeutic Techniques**

Prerequisite: Admission to the occupational therapy assistant program.

In this lab course students will apply media, modalities, and methods of occupational therapy techniques and skills. Professional reasoning is emphasized as activity and task analysis are applied as a basis for treatment planning and implementation. Credit: two semester hours, 6 hours lab.

### **OTA-2223 Community and Psychosocial Practice**

Prerequisite: Admission to the occupational therapy assistant program.

This course provides the theory and practice of occupational therapy within psychosocial practice across environmental settings. Group process skills and interpersonal communication skills are developed for use across the lifespan. The use of professional reasoning to create appropriate interventions and how to use therapeutic use of self will be emphasized. Credit: three semester hours, 2 hours lecture and 3 hours lab.

### **OTA-2243 Occupational Therapy Practice and Adaptations**

Prerequisite: Admission to the occupational therapy assistant program.

This course provides the theory and practice of occupational adaptations for specific populations and appropriate occupational therapy compensatory and adaptive treatment techniques for patients with physical and cognitive disabilities with focus on the elderly. A review of related clinical conditions and need for adaptations for improving or maintaining occupational performance will be included. Adaptations in emerging areas of practice will be explored. Credit: three semester hours, 2 hours lecture and 3 hours lab.

### **OTA-2233 Professional Management**

Prerequisite: Admission to the occupational therapy assistant program.

Professional and self-management skills form the basis of this course. Topics include self-directed learning, understanding of regulatory requirements, reimbursement issues, fieldwork requirements, and responsibilities, ethics in practice, and use of professional literature and research. Supervision requirements and state licensure, partnerships, HIPAA, OTA roles and practice standards for competence. NBCOT certification will also be covered in depth and resources identified. Students will become familiar with AOTA documents that guide practice. Scope and standards of practice, code of ethics, core values, communication skills, multicultural competence, and role delineation will be offered. Job search skills will be covered. Credit: three semester hours, 3 hours lecture.

### **OTA2251 Therapeutic System Patterns**

Prerequisite: Admission to the occupational therapy assistant program.

Provide an opportunity to apply all that has been learned in a final, fast passed case study-based project to share with peers with an opportunity to clarify and solidify of proper patterns of occupational therapy practice is the focus of this course. A reflection of licensure requirements and a guide for preparing for the NBCOT exam will be reviewed. Credit: one semester hour, 1 hour lecture/seminar

***Scheduling of Fieldwork II-A and II-B is to be determined with individual students. All Level II fieldwork must be completed within 12 months after successful completion of the didactic coursework.***

**OTA-2253 Clinical Fieldwork II-A**

Prerequisite: Completion of all OTA coursework with grade of “C” or better and permission of instructors.

This course is an eight-week full-time clinical experience under the supervision of a licensed occupational therapist or occupational therapy assistant. **Fieldwork requirements must be completed within 12 months after successful completion of the didactic coursework.**

**OTA-2263 Clinical Fieldwork II-B**

Prerequisite: Completion of all OTA coursework with grade of “C” or better and permission of instructors.

This course is an eight-week full-time clinical experience under the supervision of a licensed occupational therapist or occupational therapy assistant. **Fieldwork requirements must be completed within 12 months after successful completion of the didactic coursework.**

**PROFESSIONAL BEHAVIORS – MSC OTA PROGRAM**

Professionalism is required and expected from health care providers. The Occupational Therapy profession adheres to the AOTA Code of Ethics and the “Standards of Ethics and Professional Conduct” of the OT Practice Act of the State of Oklahoma. Student behavior is graded according to the standards of the Practice Act and AOTA Code of Ethics as well as the OTA Program’s standards of professional behavior listed below. This is part of the student evaluation in each course of study and the progression policy of the program. All OTA students must embody the following professional behaviors while in the MSC OTA Program. **Failure to meet or observe any of the professional behaviors may lead to the student being suspended, withdrawn from the course/s, or withdrawn from the entire program.**

1. Dependability
  - a. Completes all tasks on schedule
  - b. Assumes responsibility for learning opportunities
  - c. Consistently reliable
2. Professional Presentation
  - a. Presents self in an acceptable and appropriate manner to clients, peers, colleagues in person and online
  - b. Clothing is appropriate to location, occasion, and/or activity
3. Interpersonal skills
  - a. Demonstrates positive attitude toward others
  - b. Demonstrates effective verbal and nonverbal communication skills
  - c. Demonstrates mature, empathic response
  - d. Responds with sensitivity to the needs of others
  - e. Effective interaction with people from diverse backgrounds



- f. Creates, promotes, and maintains a professional relationship with others
  - g. Demonstrates ability to develop, sustain, and refine team relationships to achieve identified outcomes
4. Concern for professional development and conduct
    - a. Follows ethical standards, values, and attitudes of the occupational therapy profession
    - b. Takes initiative for own learning experiences and competency
    - c. Does not gossip, speak/write derogatory statements, and participate in any form or means of negative or divisive activity
    - d. Demonstrates accountability of one's own work, words, and behavior
    - e. Works effectively with others
    - f. Maintains membership in professional organizations
  5. Work behavior
    - a. Demonstrates self-initiative, self-motivation, pro-activeness, and resourcefulness
    - b. Consistently prepared
    - c. Follows directions, procedures, policies without complaining
    - d. Demonstrates good time management
    - e. Demonstrates good and effective organizational skills
  6. Clinical Reasoning
    - a. Analyzes and interprets information correctly and accurately
    - b. Gives sound alternate solutions to issues and situations
    - c. Uses ethical decision-making skills
    - d. Demonstrates judgment that is sound, reasonable, and logical
    - e. Demonstrates problem solving skills that result to acceptable outcome
    - f. Shows ability to assess previously learned information against new evidence to revise or make new decisions
    - g. Manage and synthesize information from a variety of sources in support of decision-making
    - h. Demonstrates ability to reflect on one's practices
  7. Supervisory Process
    - a. Modifies behavior in response to meaningful feedback
    - b. Consistently interacts with supervisors in a professional manner
    - c. Treats supervisors and those in authority with respect
    - d. Uses collaboration and consultation appropriately and professionally
    - e. Effectively participate as member of groups and teams
    - f. Operates within the scope of one's own skills and seeks assistance when needed
  8. Communication
    - a. Effectively gather, share and present data for assessment, inter-disciplinary team participation, and treatment planning.
    - b. Effectively interact through written, electronic, and non/verbal communication with clients, client's family, colleagues, professionals, faculty, staff, and the public in a professional, clear, and concise manner.
    - c. Uses and follows appropriate channels of communication
    - d. Uses language and behavior that are acceptable, professional, and appropriate

## ESSENTIAL FUNCTIONS OF THE OTA STUDENT

These are standards for OTA students and applicants to the OTA program based on required abilities, capabilities, and functions as interpreted by the OTA Program Director and are based on functions/abilities needed for a student to safely engage in educational, learning, and training activities in a manner that does not endanger themselves, other students, patients or the public.

Function	Standard	Examples of Activities
Visual	Visual ability sufficient to see details at close and far range. Ability to observe, receive & obtain visual information from all relevant sources for assessment required in patient/client care situations.	<ul style="list-style-type: none"> <li>● See and read course information, clinical forms, charts</li> <li>● See and read computer screens and other equipment</li> <li>● Oversee set up and implementation of treatment activities</li> </ul>
Hearing	The ability to listen to and understand information and ideas presented through spoken words, sentences and to hear and interpret loud, soft, and muffled sounds.	<ul style="list-style-type: none"> <li>● Hear and Interpret alarms, machinery, and emergency alarms, cries for help.</li> <li>● Use call light and hear intercom speakers</li> <li>● Use the telephone</li> </ul>
Tactile	Tactile sensation adequate for physical assessment, and sensory stimulation interventions inclusive of size, shape, temperature, texture, vibration, pressure.	<ul style="list-style-type: none"> <li>● Palpate pulse rate, and muscle movement, anatomic structures.</li> <li>● Detect safe heat level on various tools, splinting and appliances.</li> </ul>
Fine Motor	Ability sufficient to provide safe and effective care and documentation including operation of equipment.	<ul style="list-style-type: none"> <li>● Write and document legibly</li> <li>● Grasp and pinch</li> <li>● Cut and open containers</li> <li>● Repetitive hand use</li> <li>● Electronic documentation.</li> </ul>
Gross Motor	Gross motor ability sufficient to provide safe and effective patient care. Physical strength to perform all types of patient transfers and lifts from a variety of surfaces and levels.	<ul style="list-style-type: none"> <li>● Stand, bend, stoop, squat, crawl, kneel, reach, balance, sit,</li> <li>● Perform CPR and client evacuation</li> <li>● Use safe body mechanics to lift, push, pull.</li> </ul>
Environmental	Ability to tolerate environmental stressors	<ul style="list-style-type: none"> <li>● Inside and occasional outside</li> <li>● Work with chemicals and detergents</li> <li>● Tolerate exposure to fumes, odors, dust, temperature changes</li> <li>● Work in areas that are close, crowded and noisy</li> <li>● Work in areas of exposure to infectious waste, body fluids, wet or humid conditions</li> <li>● Work in areas of potential physical</li> </ul>

		violence
Communication	Communication ability in English sufficient for appropriate interaction in verbal, written, non-verbal and electronic forms. Open to learn/explore other forms of communication to meet the needs of the consumer. Ability needed for entering, transcribing, recording, storing, or maintaining information in written or electronic form.	<ul style="list-style-type: none"> <li>● Read, understand, write, and speak English</li> <li>● Explain treatment or methods</li> <li>● Demonstrate skills and educate consumers individually or in groups</li> <li>● Validate responses/messages with others</li> <li>● Documentation - manual/electronic</li> <li>● Communicate with people from diverse backgrounds</li> </ul>
Mobility	Ambulatory capability to sufficiently maintain a center of gravity when met with an opposing force as in lifting, supporting, and /or transferring a patient/client.	<ul style="list-style-type: none"> <li>● Propel wheelchairs, and ambulate patients using a gait belt.</li> <li>● Move and obtain patient care equipment.</li> <li>● Aid patients in dressing, bathing, and grooming</li> <li>● Move freely from place to place.</li> </ul>
Cognitive-Perception	The ability to perceive events realistically, to think clearly, rationally and to function appropriately in routine and stressful situations including recognizing that something is wrong.	<ul style="list-style-type: none"> <li>● Attend to multiple priorities in stressful situations</li> <li>● Recognize rapidly changing patient status</li> <li>● Perceive the needs of the client accurately</li> <li>● Receive and interpret information correctly</li> </ul>
Critical Thinking	Analyzing information and evaluating results to choose the best solution and solve problems.	<ul style="list-style-type: none"> <li>● Ability to exercise sound clinical judgment</li> <li>● Ability to apply general rules to specific problems to produce answers that make sense</li> </ul>
Interpersonal	Developing constructive and cooperative relationships with others.	<ul style="list-style-type: none"> <li>● Manage variety of patient expressions in a calm manner</li> <li>● Behave in an ethical manner</li> <li>● Establish rapport</li> </ul>
Activity Tolerance	Ability to tolerate lengthy periods of mental and physical activity over a period of time	<ul style="list-style-type: none"> <li>● Stand and or sit for long periods</li> <li>● Selective attention without distraction</li> <li>● Move or attend frequently</li> </ul>

*Adapted from O\*Net (D.O.T.), Baptist Hospital Health Schools essential functions, various OT/OTA Job analyses and Job descriptions, and Iowa Community College Core Performance Standards.*

Students who feel they do not possess these essential abilities/functions should seek assistance from the Murray State College Academic Advisement Office to determine if a reasonable accommodation of a disability can be met with the program. It is the student's responsibility to initiate the process and to assist in communication between the faculty and the Academic Advisement Office.

I certify that I have read and understand the above essential functions and that I meet each of them, with or without reasonable accommodation.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

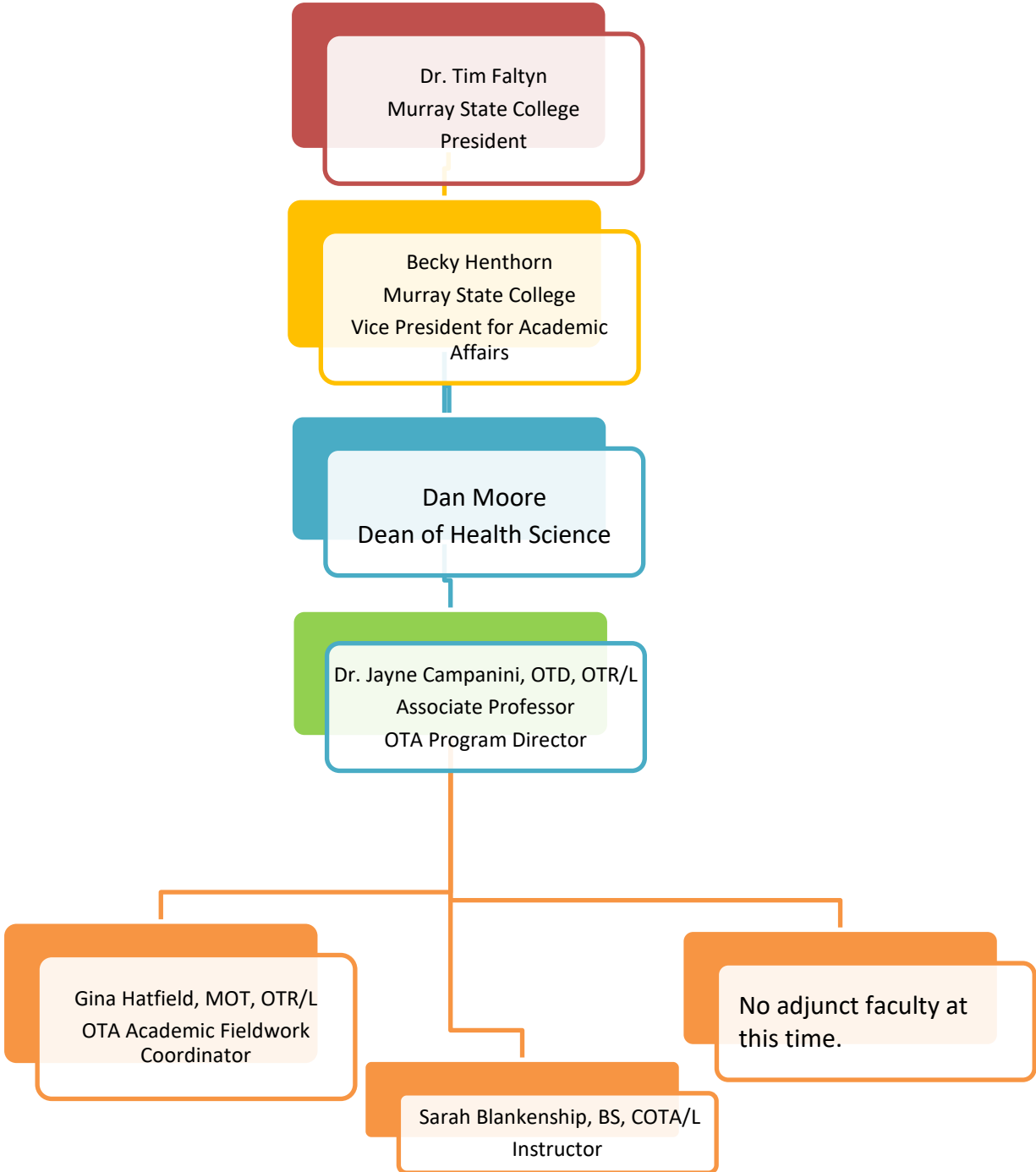
Date Signed: \_\_\_\_\_

*(Please do not remove this page from your handbook. Provide a signed original form, if not submitted along with your application.)*

OTA PROGRAM FACULTY & STAFF	HEALTH SCIENCE DEPARTMENT
<p><b>Dr. Jayne Campanini, OTD, OTR/L</b>  <b>OTA Program Director</b>  <b>Office:</b>  Health Science Building rm 111  E-mail: <a href="mailto:jcampanini@mscok.edu">jcampanini@mscok.edu</a></p>	<p><b>Health Science Division Chair:</b>  <b>Dan Moore</b>  E-mail: <a href="mailto:dmoore@mscok.edu">dmoore@mscok.edu</a></p>
<p><b>Gina Hatfield, MOT, OTR/L</b>  <b>Academic Fieldwork Coordinator</b>  <b>Office:</b>  Health Science Building rm 112  E-mail: <a href="mailto:ghatfield@mscok.edu">ghatfield@mscok.edu</a></p>	<p><b>OTA Contact Information</b>  OTA Program Telephone: (580) 387-7440</p> <p>OTA Program Mailing address:  OTA Program  One Murray Campus  Murray State College  Tishomingo, OK 73460</p> <p>All faculty will have a virtual office each semester for students to enter during office hours if they have any questions or concerns. Please see the course syllabus or Blackboard shell for the virtual link.</p>
<p><b>Sarah Blankenship</b>  <b>Instructor</b>  Health Science Building Lab Classroom  HS121  E-mail: <a href="mailto:sblankenship@mscok.edu">sblankenship@mscok.edu</a></p>	
<p><b>Sharon Young</b>  <b>Allied Health Secretary</b>  Telephone: 580-387-7440  Health Science Building Suite 100  (580) 387-7440 OTA (580)-387-7449  E-mail: <a href="mailto:syoung@mscok.edu">syoung@mscok.edu</a></p> <p><b>Office locations:</b>  Health Science Building 1<sup>st</sup> Floor Suite 100</p>	

**HEALTH SCIENCE DEPARTMENT and OTA FACULTY AND STAFF**

**HEALTH SCIENCE ADMINISTRATION  
ORGANIZATIONAL CHART**



## **OCCUPATIONAL THERAPY ASSISTANT PROGRAM FACILITIES**

The MSC OTA program has excellent on-site facilities that are located on the Tishomingo Campus in the Health Science Building located on Byrd Street.

- Occupational Therapy Assistant Main Classroom: room 127
- Occupational Therapy Assistant Lab Classroom: room 121
- Occupational Therapy Assistant ADL Classroom: room 120
- Faculty and Health Science Secretary Offices in suite 100
- OTA Resource Area and Library in ADL classroom: room 120

## **LIBRARY FACILITIES**

As a student in the Occupational Therapy Assistant Program, you will be required to do library research in conjunction with your studies. The use of library resources is critical to the development of life-long learning skills. The following is a brief summary of library facilities for your use.

Mr. Terry Greer is the Director of the Library/Learning Resource Center(LRC). The Murray State College Library/Learning Resource Center has journals, periodicals, reference materials, and on-line resources pertinent to studies in the Occupational Therapy Assistant Program. The library is open during the Fall and Spring between 7:30 a.m. – 10:00 p.m. Monday through Thursday; 7:30 a.m. – 12:00 p.m. on Friday, closed on Saturday and open 5:30 p.m. to 10:00 p.m. on Sunday. During the summer hours are Monday – Thursday 7:30am-4:30pm. Call 580-371-7310 or email [askMSClibrary@mscok.edu](mailto:askMSClibrary@mscok.edu) or visit <https://www.mscok.edu/current-students/library> if you have questions or need further assistance.

The library is located in the Zimmerman Science Building. The library learning resource center has computers and internet access for student use during library operating hours, and the computer laboratory located adjacent to the library has additional computers available.

While the primary center offers the most complete selection of reference material to the students, public libraries in Sulphur, Ardmore, Durant, and Denison or in your local area are wonderful resource sites for your learning. The library at the University Center of Southern Oklahoma can also be a resource to occupational therapy assistant students who live in that area.

## **SECTION II**

### **OCCUPATIONAL THERAPY ASSISTANT PROGRAM POLICIES**

All students must adhere to the OTA program policies. Failure to observe or violation of any of the program policies may lead to the student being suspended, withdrawn from the course/s, or

dismissed from the entire program.

1. The initial orientation meeting of the **OTA Class 2024-2025** is on **July 13-July 14 2024**. All students who are accepted in the class must attend the orientation meeting. Arrange for a special meeting/appointment with the OTA program director only for special circumstances.
2. All Occupational Therapy Assistant students must submit the results of the following by **August 31, 2024**:
  - a. Physical exam form with documentation of a completed physical.
  - b. Proof of a negative PPD tuberculin test within the last six months or a negative chest x-ray within the last year (Proof of negative PPD tuberculin test must last through the duration of the program so plan to redo this between the first and second level II fieldwork)
  - c. Proof of rubella immunization or positive screen for rubella (Persons who received the vaccine before 12 months of age should be re-immunized.)
  - d. Current CPR Certificate with the American Heart Association- If already CPR certified: we require (Basic Life Support: Adult, Child, and Infant) that will be current throughout the entire program (academic and fieldwork). Date of certification must **extend past December 30, 2025**.
  - e. Proof of either chicken pox immunization or a positive screen for chicken pox.
  - f. Proof of first dose of Hepatitis B Vaccine or signing of "Hepatitis Vaccination Refusal" form. Due to the increasing concern regarding Hepatitis B infections in health care workers, MSC Occupational Therapy Assistant students are now required to obtain the Hepatitis B vaccine or sign a refusal form. The cost of such vaccination is the responsibility of the individual student.
  - g. TDAP – documented evidence in the last 10 years.
  - h. Background and Drug Test through Castlebranch – **Due on August 31, 2024**

**Students who fail to provide appropriate and timely documentation of these requirements are not allowed to attend clinical fieldwork experiences and are subject to dismissal from the Occupational Therapy Assistant program.**

3. All students are required to be student members of the Oklahoma Occupational Therapy Association (or a member of your state's occupational therapy association if you do not live in Oklahoma) and the American Occupational Therapy Association. ~~The Allied Health Secretary will coordinate the applications and membership dues.~~ Joining these organizations early allows for greater access to materials and an opportunity to take full advantage of student membership.
4. All students are encouraged to attend at least one meeting of their state occupational therapy association and/or the American Occupational Therapy Association during the specialized year.
5. All students must have professional liability insurance in order to be allowed to participate in fieldwork. This insurance coverage will be coordinated through the Allied Health secretary, Ms. Young. The premium fee for this insurance \$20.00 must be paid by **August 31, 2024** and the policy must be in place before fieldwork experiences can begin.
6. Each student is responsible for keeping their own records of immunizations and CPR certification and must provide this documentation to Castlebranch prior to the deadline of **August 31, 2024**.
7. This documentation is the responsibility of each student and will be required for each fieldwork



experience. Please provide updated copies to Castlebranch upon re-immunization or re-certification and as requested by the fieldwork coordinator. Students must keep copies (4) of the required tests, immunizations, and certifications up to date without reminders by program faculty and staff. If not current, this could negatively affect your ability to participate in fieldwork experiences.

8. Children are not allowed in the OTA program area, especially in the classrooms and the Skills Laboratory without supervision and prior permission from the instructor.
9. Eating or drinking is not allowed in the Activities and Skills Lab. There is an area for eating in the ADL lab/kitchen area. Respect for fellow students is to be shown by maintaining a clean and quiet area in the ADL lab. Students may have a drink in the classroom as permitted by the instructor, but eating is not allowed during class. Students are responsible in maintaining the cleanliness of the OTA classrooms, laboratory rooms, and common rooms
10. Students are to respect their classmates, faculty, and staff at all times by their behavior and demeanor. This means that students should not use language or act in ways that may be offensive, negative, and counterproductive in nature. Students are to keep noise level low and avoid boisterous laughter.
11. Students should follow proper communication channels when they have disagreements or problems related to the OTA program. Students are expected and required to act maturely and professionally at all times. Any conflict or disagreement amongst students must first be settled between the persons involved. If unresolved, both parties would then address the issue/s with the presence of the OTA Class President and the Instructor of the course or the Student Organization Advisor. Any conflict or disagreement between student and instructor must follow the proper channel: Instructor (person with whom the student has the disagreement), OTA Program Director, Health Science Department Chair, and VP of Academic Affairs. An unresolved grievance should follow the formal grievance policy (See the MSC College Catalog).
12. At the discretion of the program director, students may be asked at any time to submit a urine specimen for drug screening.
13. Students are not allowed to remove program equipment or resources from the building without proper permission from the program director. The student must complete and sign the log form in the presence of the instructor or staff to “check out” the material/equipment/resource with the full understanding that the student assumes responsibility for the equipment and/or resource and will be required to replace the equipment or resource if damaged, lost, or stolen. The student is allowed to check out the item for only a maximum of 1 week and therefore, must write the return date. The student must also confirm that upon return of the item, the resource is checked back in by the instructor.
14. Students will use their MSC student E-Mail account for all email communication. Blackboard the online instructional platform used in every course. Students should routinely check every course in which they are enrolled as well as check their MSC student email account at least once a day. If students have difficulty accessing their MSC email account or logging into Blackboard, they are to review the information available online and contact the IT Department for computer services at 580-387-7160. They should also alert the instructor as soon as possible once they are aware of the problem. Information on student computer use is located on the MSC home page.

15. Cellular phones must be on silent or non-audible mode. If cell phone/technology use is a problem as determined by the instructor, they may determine a method to deal with the problem. This may include: asking student to leave class for the day with unexcused absence, loss of points, and/or lowering of letter grade for subsequent violation. The program will follow the campus wide policy on cell phone use.
16. Students are required to participate in mandatory pre and post fieldwork seminars for each fieldwork experience. A more extensive MANDATORY post fieldwork seminar will be held in the semester following the completion of the last full-time fieldwork. This time will be used for conferences, surveys, and discussion regarding performance and student evaluations. Students will also take an exam at that time over program content as a means to determine readiness for the NBCOT exam. Information on the resources to prepare for the NBCOT exam will also be explored and shared at this time.
17. Students' individual work and performance in evaluation methods are considered private information. Sharing, comparing, and disseminating of information regarding academic standing and results of course assessments/evaluation materials are discouraged and therefore, must be avoided; unless the results are from graded group activities/works to which a group of students would have the privilege to know.
18. Students represent the profession of occupational therapy and the Murray State College OTA program in and outside of campus. Students are required and are expected to observe professional behaviors at all times. Such as required in the workplace and as a training program, students must not gossip, speak/write derogatory statements, and participate in any form or means of negative and divisive activity.
19. Academic integrity is expected and required at all times from students. Academic dishonesty in any form is never condoned in the OTA program. Individual and group work must be done accordingly. Commission of academic dishonesty, attempting to commit, and aiding in dishonesty may result in immediate dismissal from the entire program.
20. Students are encouraged and expected to participate and complete course surveys, program evaluation survey, FW evaluation forms, graduate survey, end of program survey, etc. in a professional, proper, mature manner of communication. Students should not use surveys as means to act out, express anger, and show emotional outbursts. Students must not write and use defamatory/derogatory statements at all times. Constructive feedback and sound ideas are always appreciated. Not participating in course surveys may count against your professional behavior for you will be encouraged to participate in surveys once a practicing clinician.
21. **Practice Exam Passing Policy:** You will be provided with 3 opportunities to take the Occupational Therapy Knowledge Exam (OTKE) practice exam. This exam is similar to the national exam you will take with NBCOT which you must pass to obtain your certification to practice as an occupational therapy assistant. You are required to pass the OTKE with a 55% or higher on one of your attempts in order to proceed in the program. If you pass with 55% or higher on your first attempt but not the other attempts, you will still proceed, you must pass on ONE attempt. If you do not pass one of the three attempts, you will be dismissed from the program, but will be allowed to re-enter the program the following fall. Please see the policy on readmission to the OTA program for further details.

## **OTA ADMISSION AND PROGRESSION POLICIES**

### **Progression Requirements**

Students are to attend and complete all scheduled classes/laboratory, and fieldwork sessions. The student must fulfill all requirements for each course in the level of study (semester) before advancing to the next level (semester) of study. The student must successfully complete all prior OTA coursework including level I Fieldwork A and B before advancing to Level II A and B Fieldwork assignments.

Students must have a 2.0 grade point average or higher (a grade of not less than "C") at the completion of each course. Failure to complete each course with a 2.0 or higher will prevent continuation in the program or graduation with an Associate in Applied Science Degree. Additionally, an evaluation of "Satisfactory" must be achieved in each Professional Behavior grade and on lab skills practical exams, regardless of performance on classroom examination and other assessment methods, in order to successfully complete the course and to continue in the Occupational Therapy Assistant Program.

Students must complete Fieldwork Level II within 12 months after completion of the OTA didactic coursework. Students are required to satisfactorily complete all Level I and Level II Fieldwork experiences. Students who do not meet the necessary level of achievement for any fieldwork assignment are required to meet with the Academic Fieldwork Coordinator to discuss deficiencies and develop and implement a learning contract/improvement plan. Students will be offered academic counseling by OTA faculty, and provided with resources and support identified by the student and the OTA faculty including the AFWC. Please refer to the Fieldwork Manual for further information and clarification.

Admission to the OTA program includes completion of the program application. On this application, students must respond to questions regarding past legal history.

### ***These questions are taken from the Oklahoma OTA Licensure Application:***

1. Have you ever been arrested or charged or convicted of a felony or misdemeanor?
2. Have you ever been addicted to or abused any drug or chemical substance including alcohol?
3. Have you ever obtained an assessment or been treated for use of any drug or chemical substance including alcohol?
4. Have you ever had any mental, emotional or nervous disorder or condition which could affect, or if untreated could affect, your ability to practice competently?

**Any student who must answer yes to any of these questions was instructed during the mandatory application class and on the application to seek clarification from the OSBMLS and the NBCOT regarding their situation prior to their application and**

**acceptance of a place in the OTA program. If it is discovered that a student who was admitted to the OTA program would be ineligible for examination for national certification and licensure in the state of Oklahoma, the student will be dropped from the program.**

*No individual will be admitted to or graduated from the Occupational Therapy Assistant Program who has not or will not complete any parole and/or probationary requirements prior to the expected date of graduation. In order to be accepted into the program, the individual must be eligible to sit for the OTA NBCOT certification exam and eligible for licensure in the state of Oklahoma upon graduation.*

### **Admission of Persons Judicially Declared Incompetent**

The Occupational Therapy Assistant Selection and Retention Committee consider individuals who have been declared mentally incompetent by a court of law prior to admission to the Occupational Therapy Assistant Program on an individual basis. In these deliberations, the Committee considers the following factors:

1. The nature of the problem;
2. Evidence of rehabilitation;
3. Personal characteristics;
4. Pertinent records (declaration of incompetence, psychiatric evaluation, counseling summary, etc.)

Individuals who have been declared mentally incompetent prior to admission to the Occupational Therapy Assistant Program are expected to continue their treatment regimen until obtaining professional release. The Allied Health faculty reserves the right to require psychiatric reevaluation at any time.

### **Dismissal from the OTA Program**

*A student may be dismissed from the Occupational Therapy Assistant Program for the following:*

1. Failure to complete each OTA course at a satisfactory level.
2. Violation of OTA Program Policies and/or the Murray State College Disciplinary Rules and Regulations (see Student Fieldwork Manual, Student Handbook, computer use policy, etc.)
3. Commission and/or conviction of any infraction that would violate the AOTA *Occupational Therapy Code of Ethics* and Ethics Standards (2015)

#### **Occupational Therapy Code of Ethics and Ethics Standards (2015)**

Occupational Therapy personnel shall (AOTA CODE of Ethics):

- **Principle 1.** Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services. (BENEFICENCE)
- **Principle 2.** Occupational therapy personnel shall refrain from

actions that cause harm. (NONMALEFICENCE)

- **Principle 3.** Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent. (AUTONOMY)
  - **Principle 4.** Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services. (JUSTICE)
  - **Principle 5.** Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession. (VERACITY)
  - **Principle 6.** Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion and integrity. (FIDELITY)
4. Failure to participate in the learning process by demonstration of active learning
    - a. Not being prepared for class
    - b. Tardiness and absenteeism
    - c. Not submitting required work timely and satisfactorily
    - d. Failure to access, participate, and complete all components of each course at a satisfactory level
    - e. Failure to follow the MSC computer use policy
  5. Failure to comply with requirements for personal grooming and hygiene during and in the program (See Dress Code)
  6. Fraud or deceit or false representation - Cheating on examinations or written work (e.g. assignments and projects), falsifying application materials, eligibility for licensure, criminal background check, essential functions, etc.
  7. Academic dishonesty in any form – plagiarism, cheating, attempting to cheat, telling lies, use of AI to complete assignments or other classwork, etc.
  8. Failure to comply with the requirements for professional conduct and behaviors of the MSC OTA program (Refer to p. 16)
  9. Violation of academic policies
  10. Violation of HIPAA regulations and Fieldwork policies
  11. Habitually intemperate or addicted to habit-forming drugs - shall include but not be limited to the use of any drug, chemical, or substance which could result in behavior that interferes with the responsibilities of the student
  12. Unethical, unprofessional, irresponsible behavior as defined by the profession of occupational therapy, the Oklahoma Practice Act, and the Requirements for Licensure in the State of Oklahoma; commission of any infraction that would violate the OT Practice Act in the state of Oklahoma or other state Practice Act of which you may complete FW.
  13. Failure to pass one of three practice exams with a 55% or higher.

## OTA PROGRAM ACADEMIC POLICIES

### Classroom Attendance Policy

1. Regular attendance is essential for both academic achievement and success in the work world. Employers value employees who report to work on time, are prepared and ready to work, and who have few or rare absences. The Allied Health Programs value good attendance. Students are expected to report to class, lab and fieldwork experiences prepared, on time, in proper attire, and ready to perform their duty. A pattern of tardiness, absence, and/or inadequate preparation and completion of work can result in dismissal from the program. Tardiness and absence may only be excusable due to emergency reasons or during extenuating circumstances.

The faculty of the OTA program expect students to attend every meeting of the courses in which he/she is enrolled. When any student's absences in a course jeopardize the success and progress of the student in that course and in the program, in the judgment of the instructor, the student may be dropped from the class. Courses have laboratory (on campus) and online components that require active participation and regular attendance for student success. If a student is showing limited participation either on-line or during on-campus weekends, their success in the course and the program may be at risk and they may be dropped from the course/program.

2. Excused absence from coursework may be granted at the discretion of the instructor:

- if the student calls the instructor prior to the start of the class and has a valid reason (emergency) for the absence.
- if the absence is known in advance and the instructor. The instructor may require informed permission in writing with a signed and dated note containing the reason for the absence.
- if the absence or tardy is anticipated, it is the student's responsibility to inform the instructor according to the policy, and it is at the instructor's discretion to grant an Excused absence; it is not automatic.
- Refer to each class syllabus for attendance and participation requirements specific to that course and instructor.

3. Each student should place emphasis on developing a sense of responsibility for their education. Students are held accountable for all work covered in the course despite valid reasons for absenteeism or tardiness. The development of learning teams is encouraged. Working together in groups is a helpful way of checking understanding of material as well providing support if absences are unavoidable.

- It is the student's responsibility to contact class members to acquire notes and discuss missed material, not the OTA faculty
- It is the student's responsibility to contact the instructor to discuss any make up assignments. The faculty will not initiate this process and will not guarantee make ups of missed work, assignments, exams, or projects, etc.
- A zero will be entered on BB gradebook for any missed test, assignment, project, presentation, or lab. The student will be responsible for contacting the instructor prior to the next class period and coming up with a remediation plan to make up the work, if allowed by the instructor, **within one week or within the time frame decided/approved by the instructor**, or the zero will be a permanent grade. A 25%

deduction may be applied for each day the assignment is late.

### **Clinical Fieldwork Attendance Policy**

In learning to function as a contributing member of the occupational therapy profession, students must develop responsible, accountable behavior patterns and have an adequate amount of time in which to practice and demonstrate proficiency in the role of the OTA. In order to assist with this process, the following policy has been developed:

1. Students are expected to attend all fieldwork experiences and follow the schedule of the facility. Any absence excused or unexcused, from fieldwork education will require make-up and will necessitate a decision by the FWE, with input from the AFWC for make-up days.
2. Students must notify the AFWC if they are going to be absent or tardy that day. If at all possible, notification must be made at least one hour prior to clinical duty. Work out ahead of time the procedure for communication with your Fieldwork Educator in the event of an unavoidable absence or tardy.
3. If the student is not present at the time the clinical day begins, the student is considered tardy. Being tardy three times (3x) could result in failure of the fieldwork course. Time missed because of absence or tardiness will require make-up at the discretion of the FWE and the AFWC.
4. If the student comes to fieldwork ill, she will be asked to return home and be excused from the clinical fieldwork that day.
5. A student who has been absent due to illness or injury for two (2) days or more may be asked to present a written statement regarding status of health from the attending physician. If the student has a condition that interferes with their ability to perform essential functions of the program, they will be required to provide documentation from the health professional/doctor. Students who have stated limitations or restrictions may not return to class and or clinical until these limitations or restrictions have been lifted or until the OTA program and the College determine if "reasonable accommodation" can be made. (see essential functions statement)

### **Inclement Weather Policy**

- 1 On-campus classes are canceled only by decision of the Administration and will be posted on the MSC web home page. It is strongly suggested that students develop a phone tree to contact one another in cases of severe weather, class cancellation due to instructor illness, or emergency.
- 2 Each student will be responsible for contacting his/her clinical instructor.
- 3 If there is no on-campus class or fieldwork clinical as a result of inclement weather, arrangements may be made for make-up at a later date.
- 4 For inclement weather information, consult local TV and radio stations.

### **Examinations Policy**

Students are expected to compete quizzes, discussion boards, assignments, lab skills activities, presentations, and examinations within their due dates. Excused absences from examination or

assessment will be given only for extenuating circumstances. It is purely at the discretion of each instructor to allow make-ups and is not to be considered as an automatic permission. Each case will be judged on an individual basis. Each student must achieve satisfactory grade and demonstrate satisfactory performance in each OTA course. If a score of less than 73% is made on a test, graded presentation/report, assignment, or lab skill, the student must initiate to meet with the instructor before the next scheduled class meeting to prepare a plan for remediation. Failure to meet the minimum requirement of a passing or satisfactory grade will risk the student of failing the course and therefore, may not proceed in the program.

## **Methods of Evaluation**

Methods of evaluation for student achievement of each course may include but are not limited to the following: written examinations, written reflections, projects, presentations, clinical performance, classroom and blackboard discussions, written assignments, laboratory skill performance, individual and group activities. The syllabus for each course provides specific information regarding the assessment and evaluation methods used in that course. If a student or returning student fails in one or more courses twice, the student may be dismissed from the program and may not be accepted to continue into the program in the succeeding school year.

Laboratory skill performance is evaluated on a Pass/Fail (Satisfactory/Unsatisfactory) basis. Any student who is unable to complete a lab skill in a safe way (both for themselves and the partner or “patient”) will be unable to complete the unit and risk failure of the lab portion of the class. Repeated failure to show competence and safety in performing lab activities such as lab skills presentation and patient handling techniques may risk failure in the entire course and therefore, may be dropped from the course and/or dismissed from the program.

Written examinations may include but not limited to unit tests, terminology quizzes, pop quizzes, and midterm exams. A final examination is given on the last week of the semester as scheduled by the Academic Vice President.

Examination Procedures: In order to provide proper testing environment, the following procedures must be observed during all examinations:

1. Books, cell phones on silent mode, and bags must be placed at the back of the classroom or well out of reach or sight. Avoid placing valuables in the hallways.
2. Follow instructions. Indicate your choice clearly using the method identified by your instructor. Not following instructions may lead to a zero grade on the exam.
3. Use black or blue ink ballpoint pen unless instructed to use pencil.
4. Use the bathroom prior to beginning the exam. If you leave the classroom, you may not be allowed to return.
5. Discussion of the exam amongst students is discouraged during the exam, on the same day of the exam, or before the exam is graded.
6. If students desire the instructor to reconsider an answer, the student must complete a written request for reconsideration with the reason and a specific reference (name of author, book, page #) included. Verbal requests will not be accepted.
7. Exams, quizzes, tests, and assignments are individual work unless specifically identified in the instructions. Do not be around another student who is taking an exam, working on an



- assignment in class, or working at a computer.
8. Take home tests, quizzes, or exams may be given, at times, at the sole discretion of the instructor. Academic integrity is expected and must be complied at all times. Follow instructions regarding individual work.
  9. Everyone should ensure that there is no appearance of cheating. Not reporting observed cheating is the same as cheating.

### Grades

The passing grades are "A", "B", and "C". The fieldwork educator evaluates clinical performance as "Satisfactory" or "Unsatisfactory" for Level I Fieldwork. In fieldwork, grading of student performance and required assignments are the responsibility of the Academic Fieldwork Coordinator, and are outlined in each course syllabus. An evaluation of "Satisfactory" or "Pass" grade must be achieved on identified lab skills, regardless of performance on classroom examinations, in order to successfully complete the course and to continue in the program. Grading, assessment, and evaluation procedures have been developed for each OTA course and are located in the specific course syllabus, which is distributed to students at the beginning of each course.

Midterm grades are posted for all students and can be accessed through the campus network. Midterm grades include all methods of assessment that have been completely graded and entered on BB up to the due date set by the college. Those students who are performing at a "C" or better are regarded as making satisfactory progress. If a student's grade at midterm should be below 73% or grade letter "D" or unsatisfactory in other methods of assessment such as graded lab skills presentation and professional behavior, the Occupational Therapy Assistant Program Director and Allied Health Chair are notified of the deficiency. A conference is scheduled with the student to discuss the methods of assisting the student to improve academic performance and/or improve behavior. A written record of this discussion may be placed in the student's file.

### Midterm Conferences

The faculty will meet with each student at midterm to discuss the student's progress, offer support, and plan for improvement if needed. Should this conference take place, a brief written record will be placed in the student's file. An early warning referral may be submitted to the necessary personnel to aid in the remediation, with the student's consent. The student-faculty conference includes discussion of the student's professional behavior rating. Planning for remediation to improve behavior may take place as necessary. This will be documented and maintained in the student's file.

Final grades are posted for all students and can be accessed through the campus network. A satisfactory final grade in a course during the didactic component implies a student has earned 73% or grade letter "C" or better, "satisfactory" professional behavior rating, and "satisfactory" or "pass" grade on all graded lab skills presentation/performance. Final grade in fieldwork is "satisfactory" performance or passing grade in the student fieldwork performance evaluation.

### Posting of Grades

Grades on exams will be posted on Blackboard. The laws governing the rights of students prohibit the issuing of grades via telephone. If questions regarding grades arise, contact directly the instructor of the course. Students are not to communicate or direct questions to other instructors or personnel regarding grades earned or required work other than with the instructor of that course. All students are to maintain a record of their grades on exams, assignments, graded work, projects, etc. once provided their grade. This allows the students to determine their progress in the course.

### Required Papers on Written Assignments

All written papers prepared by the student to meet course requirements become the property of the OTA Program. To assist in the overall evaluation of the Occupational Therapy Assistant curriculum and specific course requirements, papers are not always returned to the student. ***Students should make a copy (electronic or hard copies) of everything that they turn in to the instructor, including projects, patient programs, notes, and papers. It is suggested that students document on their copy the date they submit the assignment to the instructor of the course in case an item is misplaced or lost.*** Instructors are human, and mistakes can happen. Murray State College requirements for original work are to be followed. Students are required to cite others' work according to APA guidelines. Plagiarism will not be tolerated and can be grounds for dismissal from the OTA program.

### Assignments

Every student is required to submit and complete all work by the due date. Any work, assignment, or exam turned in within 3 days from the due date can be subject to an automatic 25% deduction from the total points accumulated. For example, if an assignment is due on Friday and the student turns it in on Monday, that assignment can have a 25% late penalty. Assignments are considered late when submitted after the due date and time. Any assignment submitted on the 4th day onwards after the due date can earn zero. All assignments must be completed and submitted even if late.

### Methods of Instruction/Learning

Methods of instruction/learning for student achievement of each course may include: lecture, discussion, personal journals, resource files, reports, presentations, informal/formal debate, community service learning activities, clinical simulations, demonstrations, clinical laboratory experiences, role playing, conferences, written assignments, reading assignments, audio-visual aids, examinations, field trips, and computer or web-based instruction.

## **STUDENT EDUCATIONAL RIGHTS AND PRIVACY-FERPA**

In accordance with the Family Educational Rights and Privacy Act (FERPA—also known as the Buckley Amendment), students of Murray State College (MSC) are guaranteed certain rights with respect to their education records. These rights include:

- 1) The right to inspect and review the student's education records within 45 days of the day MSC receives a request for access. (Exceptions to the right to inspect and review records are (a) confidential letters and statements of recommendation – regarding admission, application for employment, or receipt of an honor or honorary recognition – if the student has waived his or her right to inspect and review those letters and statements and (b) financial records of his or her parents.)
- 2) Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. Positive identification of the student shall be required prior to examination of records. The MSC official will make arrangements for access and notify the student of the time and place where the records may be inspected. The student is not guaranteed the right to seclusion in examining the records or the right to remove any records. If the MSC official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed.
- 3) The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask MSC to amend a record that they believe is inaccurate. They should write the MSC official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If MSC decides not to amend the record as requested by the student, MSC will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- 4) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to college officials with legitimate educational interests. A college official is a person employed by MSC in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom MSC has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Regents; or a student serving on an official committee, such as disciplinary or grievance committee, or assisting another college official in performing his or her tasks. A college official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- 5) The right to refuse the release of directory information. If the student chooses to exercise that right, he/she must appear in person in the Office of the Registrar by the tenth class day in the fall or spring semesters, or the fifth class day in the summer term, and sign a form stipulating that information not be released.
- 6) The right to file a complaint with the U. S. Department of Education concerning alleged failures by MSC to comply with the requirements of FERPA. The name and address of the office that

administers FERPA are:

Family Policy Compliance Office  
U. S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

### **RELEASE OF STUDENT INFORMATION**

In accordance with FERPA, prior consent of the student is not required to release directory information. Directory information is a category of information and does not refer to a publication known as a "Directory." Students have the right to refuse the release of directory information as explained above. Information that MSC has declared to be directory information is listed below:

Student's name, address, telephone number, electronic mail address, date and place of birth, photographs, participation in officially recognized activities and sports, field of study (major), honors and awards, weight and height of athletes, enrollment status (full-, part-time), dates of attendance, most recent previous school/college attended, classification, degrees and awards received and dates of receipt, and anticipated date of graduation based on completed hours.

FERPA requires the signed and dated consent of the student for the release to anyone (including parents) with the following exceptions—

- (a) other college officials within the educational institution who have legitimate educational interests;
- (b) to Federal, State and local authorities conducting an audit, evaluation, or enforcement of education programs,
- (c) in connection with a student's application for, or receipt of, financial aid;
- (d) organizations or educational agencies conducting legitimate research, provided no personal identifiable information about the student is made public;
- (e) accrediting organizations.
- (f) parents of a dependent student upon proof of dependency (exclusive of international students);
- (g) to comply with a judicial order or lawfully issued subpoena,
- (h) in connection with an emergency when such information is necessary to protect the health or safety of the student or other persons,
- (i) directory information,
- (j) results of a disciplinary hearing to an alleged victim of a crime of violence,
- (k) final results of a disciplinary hearing concerning a student who is an alleged perpetrator of a crime of violence and who is found to have committed a violation of the institution's rules or policies, and
- (l) disclosure to the parent of a student under 21 years of age if the institution determines that the student has committed a violation of its drug or alcohol rules or policies.

Personal information shall only be transferred to a third party, however, on the condition that such party will not permit any other party to have access to the information without written consent of the student.

## HIPAA Policy-PATIENT RIGHTS

Patients have rights to privacy and confidentiality. Under the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the only communication about patients that is necessary to provide, manage, and coordinate care is permitted. To ensure that students and faculty of the OTA program understand the importance of this law the following program policy is enacted:

- I. Students engaged in clinical education are in facilities for the purpose of learning, and function under the direction or oversight of the employees, who are part of the workforce entity. When Murray State College students are in the facilities and functioning within an institution for the purpose of education, they are part of the “workforce entity”.
- II. Such activity is covered in the section on Health Care Operations (45 CFR 164.501): “Reviewing the competence or qualifications of health care professionals, evaluating provider and health plan performance, **training health care and non-health care professionals**, accreditation, certification, licensing, or credentialing activities;”

Under General Provisions (45 CFR 164.506):

“A covered entity may, without the individual’s authorization: Use or disclose protected health information for its own treatment, payment, or **health care operations.**”

- III. No student will be approved for clinical experiences until the required training and documentation for HIPAA has been completed. Murray State College requires that every student in the OTA Program will:
  - a. View the required HIPAA video.
  - b. Sign the Murray State College confidentiality agreement.
  - c. Complete specific institutional training as required.
- IV. Full-time faculty staff must complete the same requirements as students.

Students and faculty will only use patient information as it pertains directly to patient care and student learning. Students will abide by the requirements of the confidentiality agreement form. Failure to abide by the HIPAA policy and the confidentiality agreement may result in dismissal from the program.

## DRESS CODE for the Occupational Therapy Assistant

### Dress Code

Students must recognize that they represent Murray State College and the Occupational Therapy profession and should present themselves in public including in/out of campus and in class with this in mind. It is suggested that student dress for class in a professional manner. No shorts, ragged

t-shirts and jeans, tank tops, flip-flops, halters, bare midriff, low waist pants, bathrobes, see-through outfit, too tight or too loose-fitting clothes, plunging or low-cut necklines, and high heels over one inch. Open-toed shoes are allowed except during laboratory experiences or in fieldwork. Neat jeans are permitted. Scrubs are acceptable. Professional behavior including attire will be expected at all times in the learning experience, in class, and in the skills labs. Respect for classmates is expected and required. Certain laboratory experiences will require "lab clothing" which consists of shorts or exercise pants, halter-top or sports bra for women, a tank top or shirt, and a good fitting pair of non-slip athletic shoes and socks. In the laboratory, scrubs may be acceptable. During media class students will be allowed to wear an *overshirt* to protect clothing from paint or other staining materials. ID tags are part of the dress code. Wear your ID tag at all times while in class and on campus.

### **General Uniform Considerations for Fieldwork Experiences**

- 1) Students will be required to present themselves in an acceptable and professional manner fitting the experience, and to follow the accepted dress code of the facility without exception.
- 2) Students will have a name badge, which will be worn daily during clinical fieldwork.

### **Uniform for Fieldwork**

Students will wear a shirt with a collar and full-length slacks/khakis for all fieldwork experiences, unless instructed differently by the assigned site. Shirt tails will be tucked in unless the shirt is made to be worn outside of the slacks/khakis. Good quality non-slip shoes are required at all fieldwork sites and should have rubber soles and a low heel. **Sandals, flip-flops, clogs, crocs, and open-toed shoes are NOT permitted.** Women must wear undergarments. See-through or low-cut tops, jeans, sagging or very large leg pants are NOT allowed.

***ID-Nametags identifying you as a student OTA from MSC, will need to be worn at all fieldwork experiences.***

**Personal Grooming-**Hair should be clean, neatly combed, and secured away from the face.

**Make-up-**Use moderation with makeup application, avoiding extreme choices that would be a distraction from the task at hand. Eyelash extensions that require adjusting or manipulating throughout the day should be avoided.

**Hygiene-** Avoid heavily scented perfume, body spray or body lotion. Patients, staff and other people around you may have allergies and medical conditions (migraine, etc) that may be aggravated or worsened by strong scents.

### **Accessories-**

1. Body piercing and tattoos: discretion is key. Jewelry that requires adjusting or manipulating or is a distraction to your or your clients, should not be worn to a clinical site.
2. No dangle earrings or long necklaces in the clinical setting.
3. A watch with a sweep second hand or timer is recommended.

### **Additional Information**

- In addition to the standard dress code, many facilities have a dress code, which has further guidelines for dress while on clinical fieldwork. Murray State College and students are guests in the agencies and are asked to comply with guidelines established for personnel within the agency. Questions about proper attire can be addressed to the fieldwork educator.
- No use of tobacco at the fieldwork site.

### **Compliance to the Dress Code**

Any student not complying with the policy regarding dress code and personal grooming, as determined by the faculty and the Academic Fieldwork Coordinator/Fieldwork Educator, will be dismissed from the clinical or academic area and will be counted as an unexcused absence for the day. Continued failure to comply can result in dismissal from the program.

### **LAB CLEANING PROCEDURE**

Frequent hand washing is highly recommended. When soap and water is not available, hand sanitizer may be used if hands are not visibly soiled.

Use your own personal equipment for lab sessions when available. (goniometer, pens, clipboards, etc)

**Hard surfaces**, such as counters, orthotic cart, supplies and materials, craft supplies, sphygmomanometer, desks and floors clean with soap and water or cleaning products appropriate for use on the surface. Cleaning wipes and alcohol wipes are available where applicable.

**Laundry items**, such as clothing towels, and linens use the warmest appropriate water setting and dry items completely.

*Single use laboratory items should be disposed of properly.*

For your safety, PPE to include gowns, masks and gloves are also available for use.

Cleaning Schedule:

*Prior to each lab*, items for lab use will be visually inspected for cleanliness and lab equipment integrity. Report any items in need of cleaning or repair to the lab instructor.

*Following each lab*, all items used during the lab will be properly cleaned and disinfected as listed above.

## **READMISSION POLICIES AND PROCEDURES**

### **Policies**

1. A student may be considered for readmission into the Occupational Therapy Assistant Program and/or any Occupational Therapy Assistant course.
2. Auditing of previously completed courses may be required to show continued learning and competency on those areas of study. Courses may be required to be re-taken if course work was completed beyond 2 years prior.
3. Readmission to the Occupational Therapy Assistant Program or courses of the program is NOT guaranteed. Applicants for readmission are carefully considered on an individual and case-to-case basis. Student-faculty clinical ratios vary from course to course as well as from class to class and must not exceed established standards.
4. A student applying for readmission may have to compete with new student applicants for the class by completing a new application form, submitting the necessary information to update requirements, and going through the admissions process.

### **Procedures**

1. Students seeking readmission must complete the following guidelines:
  - a. Write a letter to the Program Director requesting consideration for readmission, stating reasons for original withdrawal from or failure to complete the OTA program, and cite changes that have occurred which will enhance the student's ability to successfully complete the Occupational Therapy Assistant Program at the present time.
  - b. Complete a new application form and submit required documents.
  - c. Submit updated admission and physical examination forms.
2. Students seeking readmission must follow the same procedure as applicants seeking initial admission to the Occupational Therapy Assistant Program and be among those candidates selected for admission.
3. The Occupational Therapy Assistant Selection and Retention Committee will review applications for readmission to the Occupational Therapy Assistant Program. Applicants are provided with written notification of the Committee's decision.

## **STUDENT APPEAL OF COURSE GRADE PROCEDURE**

*The Following information is taken from the MSC Student Handbook 2022-2023. Please note that any updates to the Handbook may not be reflected in this document, HOWEVER, all current MSC Policies regarding Grade Appeals takes precedence over the information below.*

The evaluation of student performance reflected in the final course grade becomes a part of the permanent student record and is recorded on the college transcript for the student. This grade is based upon several specified grading factors identified in the course syllabus. If a student believes



those grading methods were not consistently and accurately followed when the faculty member determined the student's final grade, the following procedures should be used to resolve the issue.

**Step 1:**

A. The student shall within thirty (30) days following the issuance of the grade in question, confer with the instructor who issued the grade and outline the reasons why it is felt the grade has been incorrectly issued. Within ten (10) working days following this conference, the instructor shall advise the student in writing of his/her action. The instructor may leave the grade unchanged or specify the grade change made as a result of the appeal. The instructor will specify the reasons for the action in writing.

B. If the student remains dissatisfied following Step 1A, he/she should contact the applicable department chairperson within five (5) working days of receiving the written response from the instructor. The chairperson shall arrange a conference with the student, instructor, and the chairperson. A written record of the meeting and decision is to be kept.

**Step 2:**

If the student's dissatisfaction persists, he/she may request the case be reviewed at a hearing before a Review Committee by filing a Grade Appeal. The student shall obtain the Grade Appeal Form available in the Academic Affairs Office. Filling out an Issue/Concern form is not a grade appeal.

The Grade Appeal form must be received within ten (10) working days following the conference with the department chair. Submission of the grade appeal should be made to the VP for Academic Affairs, and the Review Committee shall hear the case within twenty (20) working days.

The Review Committee shall consist of the VP for Academic Affairs as chairperson, the chairperson of the department involved, two faculties, and two students chosen by the VP for Academic Affairs. At such review, the student shall be allowed to appear in person and present any evidence, including the testimony of others, which is reasonable and relevant in determining whether or not the grade in question is, in fact, correct. The burden of proof rests with the student. The proof shall be a preponderance of evidence. The instructor who issued the grade will be given the opportunity for further clarification as to how the grade was determined.

The VP for Academic Affairs will communicate the decision of the Review Committee in writing within ten (10) working days after the hearing is closed.

**Step 3:**

If the student is dissatisfied with the decision rendered in Step 2, he/she will have an additional five (5) working days after notification of the decision to contact the President of the college in writing the desire to appeal. After receiving the report of the Review Committee, the President will determine if Steps 1 and 2 were followed. If Steps 1 and 2 have been followed, the President may:

A. Meet with the student to gain further clarification of the problem.

B. Meet with the faculty member, department chairperson and VP for Academic Affairs to gain additional clarification of the problem.

After careful consideration of all facts, within ten (10) working days, the President will render a decision in writing to the student. The decision of the President will be to:

- A. Sustain the action of the Review Committee, **or**
- B. Refer the appeal back to the Review Committee if new information is brought forward in Step 3, **or**
- C. Refer the appeal back to the Review Committee for additional study and review of procedures followed.

The President shall take any other actions necessary to protect the student's right to due process and the instructor's right to academic freedom.

**Step 4:**

If the student is dissatisfied with the decision rendered by the President in Step 3, he/she may appeal the decision to the Board of Regents for Murray State College. The procedures for addressing the Board of Regents are outlined in the Manual of Governing Policies (available in the President's Office).

***MURRAY STATE COLLEGE STUDENT COURSE GRADE APPEAL FORM* is available in the MSC Student Handbook. You may see your student advisor for assistance, if needed.**

**OKLAHOMA STATE BOARD OF MEDICAL LICENSURE AND SUPERVISION**

The application instructions for licensure as an OTA as well as additional important information can be found at the web site address above. You will be provided instructions for application on the web and in class OTA-2233 Professional Management. <http://www.okmedicalboard.org>; Phone #: 405-848-6841 ext. 139

**NATIONAL BOARD CERTIFICATION FOR OCCUPATIONAL THERAPY**

The NBCOT develops and administers the national Occupational Therapy Examination in the United States, Puerto Rico, Guam, and Siapan for both occupational therapists and occupational therapy assistants. Therapists who meet NBCOT's certification standards are entitled to use NBCOT's OTR or COTA certification marks. . <http://www.nbcot.org>

**COMMITTEES AND ORGANIZATIONS**

**MSC OTA Student Association/Organization**

A student organization for OTA students will be discussed and voted on by the class in the fall semester. The previous year's class or SOTA president may assist with formation of the new class's SOTA as needed and an OTA faculty member will serve as sponsor or Student Organization Advisor.

Student officers are elected during the school year by the class. Students are encouraged to bring suggestions, recommendations, and/or concerns to the attention of the faculty. The process for this is through the student liaison position in SOTA. The student liaison attends OTA staff meetings and brings suggestions recommendations, and/or concerns. They may bring concerns at any time to the PD if needed.

Refer to the Student Organization Charter, Constitution and By-Laws for more information. All students are expected to participate in the MSC OTA Student Organization.

### **MSC Chapter 7 Alpha Omega Tau (AOT)**

Alpha Omega Tau is a specialized honor society for OTA students who meet the eligibility requirements. Eligibility requirements are a 3.5 GPA in the specialized area of study (OTA) and being academically in the top 40% of their cohort. Students are notified of their eligibility after the fall semester and apply for AOT in the spring. Students are asked to engage in at least one community activity that advances the field of occupational therapy and present results at the Summer Conference. Students who are a member of AOT will be recognized and presented with an Honors Cord during the annual pinning ceremony.

## **AMERICAN OCCUPATIONAL THERAPY ASSOCIATION**

Student membership in the professional organization of occupational therapy is vitally important to the development of professional behavior, a major theme of the OTA curriculum. Students who are AOTA members have opportunities to access many valuable resources such as the AJOT, OT minute, research information and the OT Practice magazine and other student resources and product discounts during the time they are in the program. Student AOTA membership allows for easy transition to active membership as a certified OTA. The student membership in occupational therapy professional organizations/associations such as the AOTA and OKOTA is mandatory in this program. Attendance to at least one AOTA/OKOTA meeting is highly encouraged.

## SECTION III

### FORMS

The forms in the following section ***are provided for your information***. Please make a copy of each form and sign for maintaining in permanent student folders. All students who desire to continue in the program will review all information in the handbook and acknowledge understanding of policies and procedures set forth by the program.

#### MURRAY STATE COLLEGE Occupational Therapy Assistant Program

##### Policy Agreement

I, \_\_\_\_\_, have read and understand the following Occupational Therapy Assistant Program policies and agree to abide accordingly:

General Occupational Therapy Assistant Program Policies

Admission and Progression Policies

Academic Policies (including fieldwork policies)

Student Dress Code Policy

Readmission Policies

Student Appeal of Course Grades

HIPAA Compliance Policy

Confidentiality Agreement

FERPA Authorization and Consent for Release

OKOTA and AOTA Membership

I am aware that each Occupational Therapy Assistant course has specific grading and evaluation procedures that must be adhered to by faculty and students alike, and which are provided to me in the course syllabus at the beginning of each semester.

Student Name & Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Murray State College**  
**Authorization and Consent for Release**

As part of my program requirements, I am scheduled for educational opportunities outside of the classroom. These include clinical fieldwork experiences, volunteer experiences, projects, community service-learning opportunities and activities, or other educational requirements outside of Murray State College. The institutions/agencies where I am scheduled to complete my placement or project may require that Murray State College release the following results before I begin my placement and kept current until **December 2025**.

Therefore, I authorize Murray State College to release the following information to any institution/agency that may be required to complete the educational program:

- 1. Criminal Background Check results,**
- 2. Medicare Fraud Check results,**
- 3. Drug Screening results,**
- 4. CPR certification documentation**
- 5. Health & Immunization records, and**
- 6. Proof of Professional Liability Insurance coverage**

This permission extends for the duration of my enrollment as a student at Murray State College.

I understand that the information disclosed pursuant to this authorization, may be subject to re-disclosure by the recipient institutions.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
MSC ID#

\_\_\_\_\_  
Date

**Murray State College**  
**Occupational Therapy Assistant Program**  
**LIABILITY WAIVER**

I, the undersigned student at Murray State College, do hereby release Murray State College, the Board of Regents of Murray State College, its officials, officers, and employees from all claims, demands, damages, actions or causes of action, whether on account of damages to property, bodily injury or death, or from negligence resulting from my participation in learning activities on and off the campus of Murray State College. This includes but is not limited to fieldwork, field trips, professional association meeting trips, and all other learning activities.

I acknowledge and understand that there may be hazards associated with participating in laboratory and clinical rotations as a student in a Occupational Therapy Assistant program.

I further acknowledge that I am solely responsible for following standard precautions and other infection control guidelines in the laboratory and clinical facilities, maintaining safe practice, and providing my own health insurance.

In the event I am injured or become ill during the course of my student activities, I will immediately notify my instructor. The instructor will notify the program director. Not-with-standing the above, I acknowledge that the decision to seek medical attention, and the resulting financial responsibilities are mine alone.

I further acknowledge that I have read the Murray State College Occupational Therapy Assistant Program Student Handbook and will abide by the policies set forth.

The undersigned has carefully read the said release and executes same in consideration of the student being given the opportunity to participate and attend activities including learning opportunities and meeting on and off campus through the Occupational Therapy Assistant Program at Murray State College.

Name/Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **CONFIDENTIALITY AND SECURITY AGREEMENT**

As a Murray State College student/visitor at specific fieldwork sites, you may have access to confidential information including student, worker, educational, patient/client, financial, or business information obtained through your association with fieldwork sites. The purpose of this agreement is to help you understand your duty regarding confidential information.

Confidential information is valuable and sensitive and is protected by law and fieldwork site policies. The intent of these laws and policies is to assume that confidential information will remain confidential, that is, it will be used only as necessary to accomplish student assignments. Your responsibilities for protecting confidential information are outlined below.

Accordingly, as a condition of and in consideration of my access to confidential information, I agree to the following:

1. I will not access confidential information for which I have no legitimate need to know.
2. I will not disclose protected demographic health information that could be used to identify a client/student/patient. This includes name, street address, city, county, precinct, zip-code, birth date, admission date, discharge date, date of death, telephone number, fax number, email address, social security number, medical record number, and full face photographic images and any comparable images.
3. I will not in any way divulge, copy release, sell, loan, review, alter or destroy any confidential information except as authorized within the scope of my association with any fieldwork site.
4. I will not reveal my computer access code (if applicable) to anyone for any reason, nor will I utilize another user's password in order to access any system. I accept responsibility for all activities occurring under my password.
5. If I observe or have knowledge of unauthorized access or divulgement of confidential information I will report it immediately to my supervisor.
6. I will not seek personal benefit or permit others to benefit personally by any confidential information or use of equipment available through my work assignment.
7. I will respect the ownership of proprietary software (if applicable) and not operate any non-licensed software on my computer.
8. I understand that all electronic communication systems and all information transmitted by, received from or stored in these systems is the property of the fieldwork site and should not be used inappropriately or for personal gain. I also understand that all electronic communication may be monitored and is subject to audit.
9. I understand that my failure to comply with this agreement may result in disciplinary action, which might include, but is not limited to, termination of my privileges at the fieldwork sites.

By signing this agreement, I acknowledge that I have read, understand, and will conform to the responsibilities outlined above.

---

Name/Signature

---

Date

### MSC OTA PROGRAM STUDENT UNDERSTANDINGS

Read and initial following each statement only after you fully understand each item.

1. I understand that I must submit documentation of items listed under program policies by a specific date. These include but may not be limited to physical exam form, CPR certification, immunizations records, background check, drug check, and Medicare fraud check. \_\_\_\_\_
2. I understand this program will assist me to think and function as a team member, and as a student; I must share responsibility with the faculty for the learning process. This includes asking questions and communicating concerns and areas of weakness to the instructor.  
\_\_\_\_\_
3. I understand I must successfully demonstrate skills in front of my classmates and instructor/s in the laboratory. \_\_\_\_\_
4. I understand that as a student, I am expected to take full advantage of skills lab opportunities and materials in studying and practicing occupational therapy that includes significant out of class time. \_\_\_\_\_
5. I understand that I will learn skills in the skills lab by practicing with and on my peers and that I will also serve my peers by allowing them to practice skills with and on me. I also understand that I am to inform my classmate and faculty member if I have a pre-existing problem that might be irritated or injured during the practice of skills. \_\_\_\_\_
6. I understand that upon successful completion of the MSC OTA program, I will need to apply to the National board for Certification Occupational Therapy (NBCOT), to sit for the OTA certification exam, and I must successfully pass that exam before being licensed as an OTA in OK. \_\_\_\_\_ *(The mission of this program is to prepare students for OK license. If you plan to become licensed in another state, contact the state licensure board for specific information.)*
7. I understand the general, admission, progression, program, & academic policies for the MSC OTA Program as stated in the Student Handbook SY 2015-2016 and will abide by them. \_\_\_\_\_
8. I understand that I must maintain at least a "C" in each class in order to continue in the OTA Program, including scoring at least 73% on each test and providing proof of competence to my instructor. \_\_\_\_\_
9. I understand policies concerning dismissal from the OTA Program and I understand the consequences of failure to follow the policies. \_\_\_\_\_
10. I understand that attendance and participation is important to my success in the program and I understand all policies concerning attendance and that each course will have on-line components that I must access through [Blackboard](#). \_\_\_\_\_
11. I understand that each course has an online components and the use of email and online resources are required. I understand the need for regular access of internet and equipment to allow online access and that I must acquire these in order to complete the OTA program. I understand I can access MSC library or public library resources to complete the requirements of the OTA program. This includes having **daily access** to online resources. I understand that not having these resources at home is not an excuse for not accessing these resources daily.  
\_\_\_\_\_
12. I understand that cell phone use and other electronic device in class and during fieldwork



clinical time is prohibited unless prior arrangements have been made with my instructor or FWE and then I still must use a non-audible setting. \_\_\_\_\_

13. I understand the OTA professional behavior expectations and will abide by them. I understand that failure to meet and comply with the professional behavior of the OT profession and the OTA program may lead to my suspension, withdrawal from the course(s), or dismissal from the program. \_\_\_\_\_
14. I understand the policies regarding inclement weather. \_\_\_\_\_
15. I understand that policies regarding evaluation will be set out in each course syllabus and may include, but not limited to examinations, quizzes, skill checkouts, written papers, presentations, projects, role-play, lab activities, demonstrations, and group projects. \_\_\_\_\_
16. I understand policies regarding posting of grades. \_\_\_\_\_
17. I understand that I will participate in a midterm conference with faculty. \_\_\_\_\_
18. I understand that an early warning referral for my remediation may be necessary and that I will be responsible in initiating, participating, and contributing in the remediation process. \_\_\_\_\_
19. I understand written papers, projects, assignments, and other materials prepared by students become the property of the OTA Program and I should make a copy of everything before I turn it in. \_\_\_\_\_
20. I understand the use of the OTA Program skills lab, classrooms, and resources. \_\_\_\_\_
21. I understand the methods of evaluation for written examinations and for laboratory skills performance and \_\_\_\_\_
22. I understand that if I turn in any assignment within 3 days after the due date and time, a 25% deduction from the total points earned will be recorded or a grade of zero if submitted on the 4<sup>th</sup> day onwards. I also understand that I must complete and submit required work and assignments even if late. \_\_\_\_\_
23. I understand the policy on originality of work and must comply with it at all times. I understand that failure to comply with this policy may lead to suspension, withdrawal from the course(s), or dismissal from the program. \_\_\_\_\_
24. I understand that I must abide by the policies set forth and included in each course syllabus. \_\_\_\_\_
25. I understand that if I have questions or concerns regarding my performance, grade, or academic status in a course that I will directly communicate and contact the instructor of the course in a respectful and professional manner. \_\_\_\_\_
26. I understand that fieldwork educators working with academic instructors evaluate fieldwork education performance and I must satisfactorily complete each fieldwork rotation and fieldwork requirements including assignments, evaluation forms, case study report, and project to receive a passing grade. \_\_\_\_\_
27. I understand the dress code policy, and will make appropriate choices for each setting and event. \_\_\_\_\_
28. I will comply with personal hygiene and grooming requirements of this program and recognize

that failure and repeated failure to do so could lead to suspension or dismissal from the program. \_\_\_\_\_

29. I understand the organizational chart of the program, the chain of command, and the proper channels for communication. I understand that I must follow the proper channel of addressing my questions, need for clarification, or conflict resolution in class or in the program and that I must behave and act professionally in doing so. \_\_\_\_\_
30. I understand the policies and procedures pertaining to readmission to the OTA Program if for some reason I should withdraw OR withdrawn/dropped from the course(s)/program. \_\_\_\_\_
31. I understand the grade appeal process available to me concerning decisions made by program faculty (grade appeal). \_\_\_\_\_
32. I understand that I will provide my own transportation and/or lodging to each fieldwork experience and that if I am unable to provide transportation/lodging, I will not be able to complete the experience. \_\_\_\_\_
33. I understand that travel is required for fieldwork experiences and I may have to make my own arrangements to travel and stay out of town. \_\_\_\_\_
34. I understand that I must complete the fieldwork experience within 12 months after successfully completing the didactic coursework and failure to do so may disqualify me from graduating from the program and that I may have to show competency of previously completed coursework through an audit or readmission process. \_\_\_\_\_
35. I understand that I may encounter or gather privileged information in all program and course activities in and out of campus, educational fieldtrip(s), and site visits. I understand the importance of maintaining confidentiality in all fieldwork situations and that I understand that violating confidentiality by discussing any patient information outside the fieldwork setting or with anyone other than my fieldwork instructor or academic faculty may result in my dismissal from the program and potentially civil liability. \_\_\_\_\_
36. I understand that I must follow HIPAA and confidentiality policies at each fieldwork experience. \_\_\_\_\_
37. I understand that I will participate in a mandatory pre and post fieldwork seminar for each fieldwork experience to receive credit for the experience. \_\_\_\_\_
38. I understand that I will participate in course, instruction, and program evaluations that are a required part of the program. \_\_\_\_\_
39. I understand that I will participate in a MANDATORY one-two day post-program seminar that occurs following my last fieldwork education experience. During this time, all students will participate in self & program evaluation activities that are a required part of the program. \_\_\_\_\_
40. I will keep a signed copy of all of these documents in my handbook and turn in a signed copy of each one to the Program Director for my student file. \_\_\_\_\_
41. I understand I am responsible for obtaining Level I and Level II Fieldwork sites if the sites available currently by MSC are not attainable.

My initial next to each of the listed statements above indicates that I have read each statement and understand the statement. My signature below indicates that I understand that I can be dropped

from the OTA program for failure to comply with program policy and procedures and that ignorance of policies is not an excuse or a defense.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

THIS PAGE LEFT BLANK