

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

STUDENT HANDBOOK 2013-2014

ANOKA TECHNICAL COLLEGE

1355 West Highway 10

Anoka, MN 55303

www.anokatech.edu

STUDENT HANDBOOK

TABLE OF CONTENTS

Introduction	1
ATC Mission Information	1
OTA Program's Mission Statement	2
Goals of the OTA Program	2
OTA Program Evaluation Plan	3,4,5
OTA Program's Philosophy Statement	6,7
OTA Program's Curriculum Design	8-12
Characteristics of Successful OTA Students	13
Policies & Procedures	
Attendance	14
Tardiness	14
Testing	14
Dress Code	14
Gifts	15
Tobacco Use	15
Classroom Procedures	15
Grades/Grading Policy/Course Progression	16
Satisfactory Academic Progress Policy	17
Academic Dishonesty	17
Unsatisfactory Performance	17
Policy for Student Rights	17
Student Data Collection, Use & Release Policy and Procedure	17
Fieldwork Education	18
Student Support Services	19
Certification Exam	19
Licensure in Minnesota	20
Job Placement	20
Professional Membership	20
Student Organizations	21
Appendix of Forms	
Student Academic Success Plan	22
Testimonial and Likeness Release	23
Release of Information Request	24
Reference Request and Student Authorization	25
Transfer of Credit Application	26
Organizational Chart	27
Verification of Student Handbook Form	28

INTRODUCTION

Welcome to the Occupational Therapy Assistant Program at Anoka Technical College. During your time here, you will learn a great deal of information and develop skills that you will need to function adequately as an Occupational Therapy Assistant.

The purpose of this handbook is to orient you to the policies and procedures we use to ensure a smooth-running program. It will also provide you with the answers to questions commonly asked by new students. There are always questions that are not addressed in the handbook, but it is a good base of information for your reference. Please keep your handbook while you are in the program.

I wish you the best in your studies. Please do not hesitate to ask questions.

Brenda Brandt, M.ED., COTA/L
Program Director

ANOKA TECHNICAL COLLEGE MISSION, VISION, VALUES, AND GOALS

Please refer to the college wide Student Handbook regarding the mission statement and goals of the college which can be accessed on the college's web site at: www.anokatech.edu.

OCCUPATIONAL THERAPY ASSISTANT MISSION STATEMENT

Anoka Technical College is an institution of higher education providing innovative career and technical education to help our students and communities live and learn well. The primary mission of the Occupational Therapy Assistant Program is to provide educational experiences necessary to prepare competent entry-level Occupational Therapy Assistants who can function and thrive in a rapidly changing and dynamic health and human service delivery system. The majority of graduates are employed in Minnesota and emphasis is placed upon meeting the occupational therapy community's needs in this state. However, since there is a shortage of occupational therapy personnel in other parts of the country, graduates are informed of nationwide opportunities. Occupational therapy serves a diverse population in a variety of settings, including, but not limited to: in their homes, at their employment sites, community-based programs, rehabilitation centers, long-term care facilities, assisted living facilities, hospitals, and schools.

GOALS OF THE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

The Occupational Therapy Assistant Program has set the following goals to achieve its mission:

1. To provide an industry-validated technical education curriculum to enable the student to attain entry-level competencies as an occupational therapy assistant.
2. To provide fieldwork experiences that allow the students to practice skills required of the entry-level occupational therapy assistant.
3. To prepare competent, caring, and ethical occupational therapy assistants for entry-level practice.
4. To instill in the students the importance of participating in continuing education activities in order to maintain an appropriate level of competency and to maintain certification/licensure requirements as needed.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM EVALUATION PLAN

In order to assess the Occupational Therapy Assistant Program's effectiveness in meeting its goals, the following plan is in place:

GOAL #1: To provide an industry-validated technical education curriculum to enable the student to attain entry-level competencies as an Occupational Therapy Assistant.		
EDUCATIONAL OUTCOMES	ASSESSMENT PROCEDURES	USE OF FINDINGS
Eighty percent of the graduates will pass the Certification Exam. Scores will match or exceed the average scores nation-wide.	The National Certification Exam is given by the NBCOT. The report of exam results is provided to the program director.	Analysis of exam results will be shared with program staff and advisory committee members. Curriculum changes will be made as needed.
Program will maintain national accreditation.	The program director with cooperation of program and college staff will conduct a self-study, complete biennial reports, and any other material requested by ACOTE.	The program director will maintain accreditation by ensuring that the program meets educational standards as directed by the accrediting agency.
Eighty percent of graduates will be employed in a related job six months after graduation.	The job placement office does an employment follow-up study which is given to all recent graduates.	Results are given to MnSCU system office and the program director. If rates fall below the 80%, OTA Program staff work more intensely with graduates to find jobs. If job placement rates consistently fall below state requirements, programs can be put on probation.
Eighty percent of the students report that the courses met the objectives as stated.	Each semester course satisfaction surveys are put on D2L for students to complete.	Analysis of the results are tabulated by the computer and provided to OTA staff. OTA staff review the findings and changes are made as needed.

Goal #1 (continued) EDUCATIONAL OUTCOMES	ASSESSMENT PROCEDURES	USE OF FINDINGS
Ninety percent of the students report that they are satisfied with the OTA program.	At the end of each academic year, the Program Director and Faculty meet with each first year student to discuss responses on the Advisor/Advisee sheet.	Analysis of completed forms and interview is done by the Program Director and Faculty. Findings are reviewed in OTA staff meetings and changes made as needed.
Ninety percent of the students report that the OTA coursework, physical facilities, and fieldwork experiences met their educational needs.	Prior to graduation, the students complete a program evaluation survey.	Analysis of the results is done by the OTA Program Director. OTA staff review the findings and changes are made as needed.
Ninety percent of course content is approved as appropriate by OTA advisory committee members.	Twice a year the OTA advisory committee meets. At each meeting at least two course syllabi are reviewed.	Analysis of feedback is done by the OTA staff. Course development and revisions are made as appropriate.

GOAL #2: To provide fieldwork experiences to allow the students to practice skills required of the entry-level Occupational Therapy Assistant.		
EDUCATIONAL OUTCOMES	ASSESSMENT PROCEDURES	USE OF FINDINGS
At the end of each Level II fieldwork experience, the student will display appropriate entry-level skills. This will be evidenced with a score of 70 points or better on the performance evaluation.	AOTA's Performance Evaluation for the Occupational Therapy Assistant completed by the fieldwork supervisor.	Fieldwork supervisor and fieldwork coordinator will work closely with a student not meeting this standard if remediation is appropriate and possible.
Fieldwork sites meet the needs of the program requirements.	Student's evaluation of fieldwork site. Fieldwork coordinator's communication with fieldwork supervisor via phone and email and visits to site as needed.	Any problem that may arise with a fieldwork site is handled individually by the fieldwork coordinator. The problem is either remediated or the fieldwork site will not be used by the OTA Program in the future.
Ninety percent of the students report that they are satisfied with the structure and content of the fieldwork seminar days.	Each year after participating in two fieldwork seminar days at the conclusion of their Level 2 Fieldwork, students provide feedback to the OTA staff regarding the seminar experience.	Analysis of the responses is completed by the Academic Fieldwork Coordinator. Findings are reviewed in OTA staff meetings and changes made as needed.

GOAL #3: To prepare competent, caring, and ethical Occupational Therapy Assistants for entry into practice.		
EDUCATIONAL OUTCOMES	ASSESSMENT PROCEDURES	USE OF FINDINGS
Ninety percent of graduates meet expectations of their employer on these above domains.	Employer surveys distributed by the program director six months to one year after graduation.	Results of surveys will be shared with OTA staff and advisory committee members. Curriculum may be reviewed and strengthened based on survey results.
Ninety percent of students meet expectations of their Level 2 fieldwork supervisors on these above domains.	Covered in Part 1 Fundamentals of Practice on the AOTA Performance Evaluation for the OTA student.	Feedback is shared at OTA staff meetings and changes are made as needed. If students do not score a 3 or above in these areas on the final evaluation, they do not pass fieldwork.

GOAL #4: To instill in the students the importance of participating in continuing education activities in order to maintain an appropriate level of competency and to maintain certification/licensure requirements as needed.		
EDUCATIONAL OUTCOMES	ASSESSMENT PROCEDURES	USE OF FINDINGS
One hundred percent of students in the first year of the program will become members of AOTA to explore benefits of that organization.	Participation in OTA courses and verification of AOTA membership and participation.	Results shared at OTA staff and Advisory Committee meetings. Changes are made as needed.
One hundred percent of students in second year of program will become members of MOTA to explore benefits of that organization.	Participation in OTA courses and verification of MOTA membership and participation.	OTA staff will survey students and reassess the activity and make recommendations.

**ANOKA TECHNICAL COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

PHILOSOPHY STATEMENT

“Occupational therapy education is grounded in the belief that humans are complex beings engaged in a dynamic process of interaction with the physical, social, temporal, cultural, psychological, spiritual, and virtual environments. Through active engagement within the internal and external environments, humans evolve, change, and adapt. Occupational therapy educators advocate the use of occupation to facilitate health promoting growth, change, and/or adaptation with the goal of participation in meaningful occupation that supports survival, self-actualization, occupational balance, and quality of life.” (AOTA 2007)

“The profession of occupational therapy is unique and dynamic, grounded in core principles of occupation, and is influenced by emerging knowledge and technologies. Thus, the education of future occupational therapists and occupational therapy assistants must consistently reinforce the development of new knowledge supporting the use of occupation, the application of clinical reasoning based on evidence, the necessity for lifelong learning, and the improvement of professional knowledge and skills.” (AOTA 2007)

At Anoka Technical College, the philosophy of the Occupational Therapy Assistant Program is based on the belief that the individual learns by being actively involved and engaged in the educational process. Education focuses on facilitating growth in the individual’s knowledge base, affective skills and technical skills needed to become a competent entry-level occupational therapy assistant. The educational process is viewed as a partnership between the teacher and student where diverse learning styles are honored, cooperative learning and individual responsibilities are combined, and the student is engaged in active learning. The educator provides a positive learning environment which respects prior knowledge and experience, promotes clinical reasoning, and encourages self-reflection. The learner accepts the responsibility to engage in the educational process and reach designated levels of understanding and performance.

Our approach regarding human beings and how they learn is consistent with the Philosophical Base of Occupational Therapy (AOTA, 1979, reprinted 1995) published by the American Occupational Therapy Association. Specifically, that a person is an active being whose development is influenced by engaging in meaningful activity and that the individual has a capacity for intrinsic motivation which can influence their ability to change and adapt.

REFERENCES

Costa, Donna M., and Ann Burkhardt. "The Purpose and Value of Occupational Therapy Fieldwork Education." The Reference Manual of the Official Documents of the American Occupational Therapy Association, Inc. 12th ed. Baltimore: The American Occupational Therapy Association, Inc., 2007. 2003.

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Haynes, Davide A., and Terriane Jones. "Philosophy of Occupational Therapy Education." American Journal of Occupational Therapy Number 6, Vol. 61 (2007).

"The Occupational Therapy Practice Framework: Domain and Process, 2nd Edition." The American Journal of Occupational Therapy Number 6, Vol. 62 (2008).

"The Philosophical Base of Occupational Therapy." The Reference Manual of the Official Documents of the American Occupational Therapy Association, Inc. 12th ed. Bethesda: The American Occupational Therapy Association, Inc., 2007. 1979.

ANOKA TECHNICAL COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

CURRICULUM DESIGN

The Anoka Technical College Occupational Therapy Assistant program's curriculum design is based on the 2011 standards for an Accredited Educational Program for the Occupational Therapy Assistant, the mission statement of Anoka Technical College, the mission and philosophy statements of the Occupational Therapy Assistant program, and an eclectic approach rather than one frame of reference, model, or theory of occupational therapy that provides a conceptual framework.

The content and scope of the Occupational Therapy Assistant curriculum is based on the 2006 Accreditation Council for Occupational Therapy Education (ACOTE) standards. These standards also drive the program planning, implementation and evaluation process of the OTA program.

The Occupational Therapy Practice Framework, second edition, defines Occupational Therapy's domain as supporting health and participation in life through engagement in occupation. The Occupational Therapy process involves collaboration between the practitioner and client during the evaluation phase, intervention phase, and in achieving outcomes. In Occupational Therapy, the domain and process pieces are inseparable just as the domain and process of Occupational Therapy are common threads throughout this Occupational Therapy Assistant curriculum. Therefore, the view of providing client-centered, occupation-based interventions is an overriding theme in the curriculum.

The goal of the Occupational Therapy Assistant program is to prepare competent entry-level Occupational Therapy Assistants based on the American Occupational Therapy Association's (AOTA) performance standards. These standards lead to other common threads found throughout the curriculum regarding professional behaviors, including but not limited to supervision requirements, work skills, cultural competence, time management, and self responsibility.

The curriculum consists of 19 general education credits and 52 technical credits. The general education credits provide the student a foundation upon which to build knowledge and skills to function in a dynamic work setting and to complement the OTA course sequence. The content covered in these classes include, but is not limited to communication skills, logical thinking, critical analysis, problem solving, computer skills, understanding human development, and understanding concepts of human behavior. The general education courses are interspersed throughout the curriculum but must be completed prior to the level 2 fieldwork experiences.

The Occupational Therapy Assistant courses are offered in a specific sequence following a developmental approach. Learning is sequenced in a hierarchical pattern. Students begin with Introduction to Occupational Therapy which is an overview of the OT domain and process, fundamentals of practice, basic tenets, observation skills, communication skills, and professional behavior. The therapeutic modalities classes emphasize activity analysis, client-centered approaches and occupation-based interventions.

In the second semester, students move into higher-level classes such as Pediatric Principles and Techniques, Physical Dysfunction Principles and Techniques 1, Therapeutic Modalities II and Organization and Administration of an Activity Program. In these classes, the Occupational Therapy Practice Framework comes alive, as they learn in greater depth, the domain and process of Occupational Therapy and the role of the Occupational Therapy Assistant.

At the start of the second year in the program, the students engage in the level 1 fieldwork experiences. These experiences are held concurrently with more advanced OTA courses such as Physical Dysfunction Principles and Techniques 2, Psychosocial Principles and Techniques, and Special Topics in Occupational Therapy. The level 1 fieldwork experiences at the start of the semester, allows the student to use concepts/skills learned thus far in classes, try these out or observe them at the fieldwork site, return to class for reflection and discussion, and formulate/learn new concepts/skills and then apply these in their final semester of the program during the level 2 fieldwork experiences.

Also attached and part of the curriculum design is the OTA program's sequencing plan and student outcomes.



**OCCUPATIONAL THERAPY ASSISTANT PROGRAM
AAS 71 CREDITS
SEQUENCING PLAN**

Taking the general education courses prior to starting this sequence is recommended but not required. All courses listed below must have a minimum grade of a "C."

<u>FIRST YEAR</u>			<u>SECOND YEAR</u>		
<u>Fall Semester</u>	<u>Credits</u>	<u>Grade</u>	<u>Fall Semester</u>	<u>Credits</u>	<u>Grade</u>
COTA1000 Intro to O.T.	4	___	COTA2010 Level 1 Fieldwork*	2 SOE	___
COTA1100 Therapeutic Modalities	3	___	COTA2011 Fieldwork Seminar 1	1	___
HLTH1005 Anatomy & Physiology	4	___	COTA2205 Psychosocial Prin. & Tech.	5	___
HLTH1010 Medical Terminology	1	___	COTA2255 Physical Dysfunction Principles and Techniques II	3	___
TOTAL:	12		COTA1370 Special Topics	2	___
			PSYC1605 Abnormal Psychology	4	___
			TOTAL:	17	
<u>Spring Semester</u>	<u>Credits</u>	<u>Grade</u>	<u>Spring Semester</u>	<u>Credits</u>	<u>Grade</u>
COTA1150 Therapeutic Modalities II	3	___	COTA2410 Level 2 Fieldwork in Psychosocial Setting	6	___
COTA1220 Pediatric Principles & Techniques*	4	___	COTA2420 Level 2 Fieldwork in Rehab Setting	6	___
COTA1255 Physical Dysfunction Principles and Techniques I	3	___	COTA2450 Fieldwork Seminar 2	1	___
COTA2001 Organization & Admin. of Activity Program	2	___	TOTAL:	13	
PSYC1405 Lifespan Human Dev.	4	___			
TOTAL:	16				
<u>Summer Semester</u>	<u>Credits</u>	<u>Grade</u>			
ENGL1105 Composition I	4	___	OR ENGL 2105 English and Technical Writing		
COMP1004 Electronic Health Records	2	___			
PSYC1505 General Psychology	4	___			
SPCH1200 Interpersonal Communication	3	___	OR SPCH 1500 Intercultural Communication		
TOTAL:	13				

*Students must have a current CPR for the Healthcare worker card prior to taking COTA2010.

Each semester courses as listed above are prerequisites to the following semester courses, no exceptions.

**ANOKA TECHNICAL COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

STUDENT OUTCOMES

Upon successful completion of the Occupational Therapy Assistant program, a graduate will be able to:

1. Perform entry-level competencies based on The American Occupational Therapy Association's standards for the Occupational Therapy Assistant.
2. Perform entry-level competencies in a proficient, caring, and ethical manner in various practice settings.
3. Articulate the importance of participating in continuing education activities in order to maintain an appropriate level of competency and to maintain national and state credentialing requirements.

**ANOKA TECHNICAL COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

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Smith Roley, Susanne, and Janet Delany. "Improving the Occupational Therapy Practice Framework: Domain and Process." OT Practice 2 Feb. 2009.

ACOTE Standards and Interpretive Guidelines. Accreditation Council for Occupational Therapy Education, December 2008.

Anoka Technical College. (2009) Mission Statement.

Anoka Technical College Occupational Therapy Assistant Program, (2009) Mission Statement.

Anoka Technical College Occupational Therapy Assistant Program, (2009) Philosophy Statement.

"The Occupational Therapy Practice Framework: Domain and Process, 2nd Edition." The American Journal of Occupational Therapy Number 6, Vol. 62 (2008).

CHARACTERISTICS OF SUCCESSFUL OTA STUDENTS

The Occupational Therapy Assistant staff wants you to graduate successfully from our program. Because of this concern, we would like to share some of our observations regarding students who have graduated successfully.

We realize that many students have family, work, and outside commitments. **However, successful students have made school one of their top priorities for the two years they are in the program.** This is demonstrated in regular attendance, finding the time to study hard, and becoming involved in college and/or professional OT organization activities. Successful students are also able to keep their personal lives from interfering with their attendance and performance in the OTA program. Successful students who have many out-of-school commitments have often taken many of their general education classes prior to starting the OTA Program to lighten their load.

We also recognize that working is a necessity for many students in order to finance their education. **Successful students are realistic about the number of hours they can work and still attend school regularly and stay healthy.** The OTA Program is really a full-time job in and of itself and any hours you add at an outside job are really "overtime." The best jobs are part-time jobs with flexible hours since your class schedule changes each semester. Successful students have often saved enough money prior to entering the program so that they can limit their work to a reasonable number of hours.

Successful OTA students function as adult learners. They take responsibility for their own actions and learning. They approach the instructor and talk with other students to find out what was missed if they were absent. They don't expect the instructor to seek them out. Successful students ask a lot of questions until they feel they understand assignments and don't rely on hearsay. When they are having difficulty understanding something, they ask for help before it's too late to take corrective action.

Successful students demonstrate the ability to organize themselves and resist the natural tendency to procrastinate. They are able to keep due dates straight in several classes at once, hand in projects on time, and complete reading assignments as needed.

Successful students take advantages of resources at the college as needed. These resources include but are not limited to: counseling services, peer tutors, writing lab, job placement office, Office on Disabilities and foundation scholarships.

Finally, **successful students develop good communication skills and use them to give and receive feedback constructively without becoming overly defensive or angry.** They are also reliable and follow through on the commitments they make to instructors, fellow classmates, and fieldwork supervisors. Following these guidelines will help provide you with a successful experience in the OTA Program.

POLICIES AND PROCEDURES

ATTENDANCE

In order to prepare you to be successful on the job, we strive to help you develop professional behavior. Absences impede your learning. Therefore, we are concerned with your attendance and punctuality, and the following policies reflect that.

Students are expected to participate in **all** classes and learning experiences. Students are expected to notify the instructor at (763)576-4937 if they will be **late or absent** from class. If there is no answer, you are expected to leave a message on voice mail. It is your responsibility to make arrangements to make up missed work. It is also your responsibility to make copies of misplaced forms and handouts.

Any handout given in the class will be placed in a basket in the back of Room 126 following the class. It is the responsibility of the student who is absent to check this basket for missed handouts.

Class sessions missed may affect your final grade as course outcomes are not met for each session missed.

If you miss a lab session, the lab set-up will not be repeated. And likewise all assignments are due on the date listed in the daily schedule for each course. Late assignments will not be accepted.

TARDINESS

We strive to start all classes on time. Attendance is taken at the beginning of each class. Often, important announcements are made at the start of class. It is disruptive to the class when students arrive late. Therefore, it is expected that you will be punctual for classes and that if tardiness becomes a problem, you can expect a conference with your instructor.

TESTING

All tests, quizzes, and exams must be taken on the assigned dates as specified by the instructors and listed in the daily schedule for each course. **Tests, quizzes, and exams cannot be made up.**

DRESS CODE

In the work setting the appropriate dress is considered “professional casual” which is usually solid colored pants like blue, black, khaki....and pullover or button down shirts in lighter colors. Blue jeans are allowed at some sites but most often they are allowed on the designated “casual day” which often is on Fridays. Sturdy and supportive shoes and socks or hosiery are also required. In addition to this, each individual is responsible for personal cleanliness and grooming.

Any type of outfits which expose bare skin around the waist-midriff-hip area and cleavage in the neck and chest area are not acceptable. Tight fitting clothing and the appearance of boxers and thongs at the waistline are not acceptable. Since we often try to mimic the work setting in our classes this type of apparel will not be tolerated in our classrooms and labs. **The instructor has the right to ask a student to leave the class/tour/fieldtrip due to inappropriate attire.**

During most OTA classes the instructors will require students to dress professionally on days that the students make presentations/reports, complete skills checkouts, meet with clients, etc.

GIFTS

Per MnSCU policy regarding ethical behavior for employees, faculty and staff are unable to accept gifts of any kind from students. Donations for program enrichment will be accepted through the ATC foundation. And likewise faculty and staff are unable to give gifts to students.

TOBACCO

The facilities and vehicles at Anoka Tech are tobacco-free. Use of any tobacco products is permitted ONLY in the designated area in the courtyard adjacent to the Student Center. This includes e-cigarettes or any type of nicotine delivery device.

CLASSROOM PROCEDURES

1. **Phone Calls:** **Cell phones must be turned off during class time.** No text messaging during class.
2. **Eating and Drinking in the OTA Classroom:** This is up to the discretion of the instructor. If eating and drinking is allowed, then students must take responsibility to clean up after themselves. **The ADL Lab is used for educational purposes and not for student's personal use. Microwave ovens, vending machines, and food service is available in the college's student center. In addition to this, there are numerous fast food places in the area.**
3. **Smoking:** Smoking is not permitted in any classroom, restroom, or hallway. However, smoking is allowed in:
 - a. Courtyard patio nearest to door N18
 - b. North sidewalk nearest to door N28
 - c. Machine shop area receiving area near door N10
4. **Classroom Rules:** In order to provide an optimum learning environment, the OTA staff and students developed the following rules:
 - a. Respect each person here and their desire to learn.
 - b. Use constructive criticism or feedback.
 - c. Follow instruction when directed and be helpful to those who may need assistance and clarification.
 - d. Always clean up after yourself and return things where they belong.
 - e. Be on time to classes and be ready to work.
 - f. During class, while the instructor or others are speaking, no separate conversations among people will take place.
11. **Pets or Children:** With the exception of service animals required to assist with disabilities, animals are not allowed on campus. Due to disruption and possible risk of harm, children may not be left unsupervised in the common areas of the College. **Students may not bring children to classrooms or labs when the student is attending class.**

GRADES/GRADING POLICIES

Students in the OTA Program must complete all courses with a minimum grade of "C." **ALL** credits earned through the degree must have grades of "A to C" with the exception of the fieldwork experiences. These are graded "S" or "U", satisfactory or unsatisfactory. In order to graduate, you must have a minimum of a 2.0 cumulative GPA. You are also required to have a minimum of a 2.0 cumulative GPA in order to go out on your Level II Fieldwork Experiences. If your cumulative GPA falls below 2.0, you will be put on a probational status for one semester until your cumulative GPA comes up to 2.0. You will not be allowed on a Level II Fieldwork Experience or graduate and receive your Associate of Applied Science degree without a 2.0 cumulative GPA.

Specific grading policies are outlined in each course packet. All courses taught in the OTA Program will use the following grading scale:

A	=	94 to 100%
B	=	93 to 87%
C	=	86 to 80%
D	=	79 to 74%
F	=	73% and lower

COURSE PROGRESSION

The OTA program is completed in two years. The program does not offer a part-time option. **If the student receives a "D, F, or W" in any course with the COTA prefix, then the student would need to sit out until the following year when the course is offered again.** Prior to registering for the following year the student needs to meet with the OTA Program Director. Registration in the course would be based on seat availability. The student is not allowed to progress in the program (in the COTA course sequence) until the (D, F, or W) course is retaken. A student is allowed to retake a "COTA" course one time. If on the second attempt the student receives a D, F, or W, then they are asked to withdraw from the program.

This course progression is intended to provide the best opportunity for student success in school, at the fieldwork site, on the national certification exam and on the job.

Please refer to the ATC Student Handbook regarding the following areas:

- Overall grades policy
- Repeating courses
- Incompletes
- Student grade report/transcript procedure
- Satisfactory academic progress policy
- Student data collection, use and release procedures

ACADEMIC DISHONESTY

Academic dishonesty is defined as, but not limited to cheating on assignments and tests, plagiarism, collusion which are serious offenses and undermine the educational process. Refer also to collegewide student handbook regarding Student Code of Conduct Policy.

Determination of dishonesty beyond this definition is at the instructor's discretion. Due to our professional (AOTA's) code of ethics and OTA program goal to prepare ethical graduates, academic dishonesty will not be tolerated. This type of behavior in any part of the academic or fieldwork portions of the program shall be grounds for awarding a grade of F or U for the entire course.

Refer to college wide handbook regarding your rights and due process in relation to academic dishonesty.

UNSATISFACTORY PERFORMANCE

The instructors in the OTA Program expect that you will be successful in completing assignments, exams, etc. at a minimum of a "C" or above. We expect that you attend class regularly and punctually. We also expect that your dress, attitude, and behavior are appropriate for the classroom and fieldwork settings. If for any reason your performance is unsatisfactory in any of these areas, the following steps will be taken to assist the student in understanding and correcting their performance; Student Academic Success Plan – please refer to the college wide student handbook for the steps involved in this procedure.

POLICY FOR STUDENT RIGHTS

Refer to the college wide student handbook for the specific steps involved in the **Student Academic Due Process Procedure** if a student has a specific complaint about a staff member, course content, grading, tuition and any other school policy or procedure.

This OTA Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Any compliments or concerns can be directed to:

ACOTE
c/o Accreditation Department
American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
1-301-652-2682

POLICY AND PROCEDURE FOR STUDENT DATA COLLECTION AND RELEASE

Refer to collegewide student handbook regarding use and release of student data.

FIELDWORK EDUCATION

In the second year of the program, each student will participate in two Level I Fieldwork Experiences during fall semester and two Level II Fieldwork Experiences during spring semester. These experiences will be assigned from a wide variety of facilities including outstate and local hospitals, extended care facilities, school districts, day treatment centers, residential facilities and other community agencies. **Enrollment in the fieldwork classes may be limited due to the availability of fieldwork sites. No out-of-state fieldwork experiences will be arranged. Students may be expected to travel up to 50 miles due to availability of fieldwork sites.**

Before starting the Level II Fieldwork Experiences, all required course work of the OTA program must be completed with a minimum grade of a "C," and the student must have a 2.0 grade point average. The Level 2 fieldwork experiences must be completed within 12 months of completing the required academic coursework.

Prior to these experiences, the student will complete a:

- Health Information sheet
- Sign a Hepatitis B form
- Receive a Mantoux test (a positive result requires a chest x-ray)
- Complete a background study
- Other items as assigned

Prior to starting the Level 1 F.W. Experience the student will:

- Secure a current CPR for the healthcare worker card.

An individual who is disqualified from having direct patient contact as a result of the background study, and whose disqualification is not set aside by the Commissioner of Health, will not be permitted to participate in the fieldwork experiences.

Transportation to fieldwork facilities will be the responsibility of each student. Some of the facilities may be reached by public transportation.

Students are expected to be professional regarding their attitude, behavior, and appearance. The student will be required to get a student I.D. card and carry professional liability insurance. Student professional liability insurance will be purchased by the group at the start of the second year of the program.

Please see the OTA program's Academic Fieldwork Coordinator (AFWC) with questions as needed.

STUDENT SUPPORT SERVICES

ATC provides various support services which include but are not limited to academic probation/suspension support, adult basic education (ABE), career services/job placement, counseling, disability services, financial resources, peer and professional tutoring and mentoring.

Each student will also be assigned one of the OTA instructors as their advisor. The advisor will help the student with schedules, course requirements, registration, and any academic difficulties or concerns you may have regarding the OTA Program. Advisors will meet with their advisee at least once a semester. Meetings may be individual or in small groups. Advisors will also notify advisees of their office hours so the advisee can set up an appointment when they need to.

CERTIFICATION EXAMINATION

Upon successful completion of all the academic and fieldwork program requirements, you will be eligible to take the National Certification Examination. Passing this examination is required in order to be hired as and to call yourself a Certified Occupational Therapy Assistant (COTA). A felony conviction may affect a graduates ability to sit for the NBCOT Certification Exam.

The examination is constructed and administered jointly by the National Board for Certification in Occupational Therapy (NBCOT) and Professional Examination Services. It is offered at various times throughout the year and it is computerized. The exam is given in Minneapolis and many other cities across the country. You will learn more about the application process and exam fee while you are in your spring semester of the second year. The examination fee is approximately \$500. Along with your application for the exam, you will need to submit an official transcript from ATC. After passing the Certification Examination, you will be certified as an Occupational Therapy Assistant.

The Office on Disabilities at ATC can assist students who need to apply for special accommodations in order to complete the certification exam. Please see the OTA Program Director for more information regarding this process.

Students are strongly encouraged to take the exam as soon as possible after completing the program.

Refer to college website and OTA program information for pass rates on the certification exam.

LICENSURE IN MINNESOTA

Once you have successfully completed your Level II Fieldwork Experiences and if **[you plan to work as a COTA in Minnesota, immediately after graduation and prior to taking the certification exam, you need to apply for temporary licensure through the Minnesota Department of Health.]** To do this, you need to:

1. Call (612) 282-3849 and ask for an application packet for temporary licensure as an OTA or go to www.health.state.mn.us to download an application.
2. There will be a \$50 temporary licensure fee due with the application.
3. To apply for temporary licensure, you must be employed because the application requires your supervisor at the job site to sign off on the application form.

If you choose not to work prior to taking the exam, then you need to apply for permanent licensure after successfully completing the exam and to work as a COTA. A felony conviction may affect one's ability to attain state licensure.

JOB PLACEMENT

As a graduate, you will receive assistance from the job placement office on campus in locating a job. This person is an employee from the Minnesota Workforce Center. The assistance involves posting of employment opportunities and training in job seeking skills. This person may also assist students in finding a job during their schooling and for summer employment.

To obtain a reference from an instructor, the student must submit a written Reference Request and Student Authorization form when applying for a position. No information can be released about a student or graduate without a signed release of information. Refer to the Appendix of forms in this handbook.

We do not guarantee placement in jobs after graduation, but we inform you of any opportunities in your field.

To find out job placement statistics regarding OTA program graduates go to http://www.anokatech.edu/future_students/college/jobs/.

PROFESSIONAL MEMBERSHIPS

Students are required to participate in occupational therapy organizations on a national level and state level as part of their coursework. Student memberships at reduced rates are available in both groups:

AOTA: The American Occupational Therapy Association is our national organization which promotes education, clinical practice, and research in the field of O.T. As a student member, you will be able to access AOTA's website and find much helpful information.

MOTA: The Minnesota Occupational Therapy Association is our state organization which promotes education, clinical practice, and research in the field of O.T. A monthly newsletter, reduced rates for continuing education opportunities, publications, and eligibility for MOTA-sponsored scholarships are only a few of the benefits of being a student member.

The following organization request student representation from every O.T. school:

1. **Assembly of Student Delegates (ASD):** ASD is the formal body representing student views to the AOTA. ASD meets each year at the national conference. Every occupational therapy school in the country is allowed one voting representative. In the first year of the program, you will elect an ASD representative.

Student Organizations

TeCOTA Club

The purpose of the TeCOTA club shall be to unify the Occupational Therapy Assistant class, to be of service to the school community, to encourage membership in MOTA and AOTA, and to create an awareness of issues affecting the profession and specifically the COTA. Students will be allowed an opportunity to develop professional behaviors, leadership, and group membership skills.

Anoka Tech Student Senate

The student senate is the official governing body of students at Anoka Technical College. The purpose of the student senate is to:

- Make recommendations for improvement of student life on campus
- Give students an active voice in policy making at the college
- Recommend measures for improvement of the college and the advancement of student interests
- Represent the student body at the Legislature and to the college administration and faculty
- Promote the ideals of leadership throughout the student body
- Improve student participation with development of activities

For further information on Student Senate, refer to ATC's website.

TeCOTA encourages participation in the student senate and elects a representative to this student organization.

Duties of the Student Senate Representative: The Student Senate Representative shall attend Student Senate meetings and report on the minutes of the meetings at TeCOTA club meetings. The representative will facilitate TeCOTA club involvement in Student Senate fundraisers and programs.

APPENDIX

OF

FORMS



STUDENT ACADEMIC SUCCESS PLAN

Prior to reviewing the Student Academic Success Plan, please have the student complete the following information.

Name _____ Student ID# _____

Course _____ Date _____

Have you been attending this course regularly?

Are all lab/homework assignments turned in and on time?

Do you understand the lab/homework assignments given in this course?

How many hours per week do you study for this course?

A student's key to success is based on having the proper classroom materials. Have you received or purchased all of the items required?

Student Support Services is available to all students. Have you tried to contact that office?

Explain: What can **you** do to achieve your career goals in this course and program area?

Instructor and Student Academic Success Plan: To be completed by the instructor and student.

Student Signature _____

Improvement Date _____

Instructor Signature _____

Course Withdrawal Date _____



TESTIMONIAL & LIKENESS RELEASE

I, the undersigned, being at least eighteen (18) years old and free to enter into contracts, hereby authorize the use of my name and image by Anoka Technical College (the College), and release all rights or claims in connection with any still or moving graphic image of my person and any quotation attributed to me for use by the College for any purpose including, but not limited to the following:

Publication, dissemination, display or transmission in hard copy or electronic form including world wide distribution by internet usage for academic or marketing publicity purposes and whether or not such use results in financial gain to the user.

_____ Initials

I understand and agree that my likeness or quotation may be edited for promotional purposes and may be used to assist the College in achieving its mission. I waive any claim I now have or may acquire to financial reimbursement for the use, transmission or display of my name, likeness or quotation. I also waive any right to inspect or approve the use, transmission or display of my name, likeness or quotation in any publication, display or transmission authorized, in its sole discretion, by the College.

I hereby release the College, its legal representatives and all persons acting under its authority, from any liability arising from any blurring, distortion, alteration, optical illusion or use in composite form, whether intentional or not, that may occur or be produced in processing the graphic representation of my person or editing and publication of my testimonial in any initial publication or subsequent processing thereof by anyone, whether or not authorized by the College.

Name _____ Phone _____
(please print)

Address _____ City _____ State _____

ATC Program _____ Year Graduated _____

_____ (Initial) Yes, Anoka Technical College may publish the city or town of permanent residence noted above in promotional and news releases.

Signature _____ Date _____

Witness _____ Date _____

1355 West Highway 10 Anoka, MN 55303-1590 763-576-4700

An equal opportunity educator and employer. A member of the Minnesota State Colleges and Universities System.

Release Form 092403

CONSENT FOR RELEASE OF INFORMATION

This authorization will allow Anoka Technical College to release specific information to the party listed below for the purpose of both identifying and implementing services available at the College and from the agency (ies) indicated below. The purpose of these services is to assist the student in selecting and completing a specific and appropriate course of training which will be likely to result in competitive employment. Students are not required to provide this release, but failure to provide the college with permission to release the information indicated below may result in an interruption of services from outside agencies, including the provision of classroom training funds to the student.

I, _____, consent to allow Anoka Technical College to release information contained in my records as outlined below:

- | | |
|--|--|
| <input type="checkbox"/> Semester Grade/Progress Reports
<input type="checkbox"/> Attendance Records
<input type="checkbox"/> Test Results (Test: _____)
<input type="checkbox"/> GED Information
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Appropriate medical information
<input type="checkbox"/> Vocational Rehabilitation Information
<input type="checkbox"/> Grade Transcripts
<input type="checkbox"/> Adult Basic Education Information |
|--|--|

Party to whom information may be released:

Contact Name: _____
 Agency Name: _____ Phone: _____
 Address: _____

NOTICE: USE OF INFORMATION:

This information is private about the above named student and cannot be re-released to third parties without the student's written consent or other specific legal authority.

REVOCACTION CLAUSE:

I understand that I may revoke this consent upon written notice (not retroactive). I also understand that this consent will automatically expire within one calendar year of the date of my signature below, and that it is my responsibility to sign a new release if I wish information to continue to be sent to the party listed above.

SIGNATURE:

Student Signature		
Street Address		
City	State	Zip
Home Area Code/Telephone Number	Cell Area Code/Telephone Number	
Date	Student ID number	

REFERENCE REQUEST AND STUDENT AUTHORIZATION



Student Name _____ Print _____

I request _____ to serve as a reference for me. The purpose(s) of the reference are: (check all applicable spaces)

_____ application for employment

_____ all forms of scholarship or honorary award

_____ admission to another educational institution

The reference may be given in the following form(s): (check one or both spaces)

_____ written

_____ oral

I authorize the above person to release information and provide an evaluation about any and all aspects of my academic performance at the Anoka Technical College the following: (check all applicable spaces)

1. _____ all prospective employers OR _____ specific employers (list on back)

_____ all educational institutions to
2. _____ which I seek admission OR _____ specific educational institutions (list on back)

_____ all organizations considering me
3. _____ for an award or scholarship OR _____ specific organizations (list on back)

This authorization to provide references is valid for one year from the date of my signature below, unless I specify an earlier ending date as follows:

Ending date: _____

NOTE: Under the Family Educational and Privacy Rights Act, 20 U.S.C. 1232(g), you may, but are not required to, waive your right of access to confidential references given for any of the purposes listed on this form. If you waive your right of access, the waiver remains valid indefinitely. Check the appropriate space below:

_____ I waive my right of access to references about me.

_____ I do not waive my right of access to references about me.

Name

Date

Signed, original document to be filed in the Student Record in the Records & Registration Office.



Transfer of Credit Application

ANOKA TECHNICAL COLLEGE
1355 WEST HIGHWAY 10 • ANOKA MN 55303

Name _____ SS#/Tech ID _____
Last First MI

Date _____ Program _____

Transcript to be evaluated is from _____
(Name of other school)

ATC Course #	Transcript Course #	Grade	Please Initial	
			Accepted	Denied
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Comments: _____

Student's Signature Date Evaluator's Name Date

Note: Credit cannot be issued until completed form is submitted to the Records Office

OFFICE USE ONLY

Credits applied to student transcript on _____ By _____
(Date) (Name)

ORGANIZATIONAL CHART

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Minnesota State Colleges and Universities (MnSCU)
Board of Trustees

MnSCU Chancellor
Dr. Steven Rosenstone, Ph.D.

President of ATC
Dr. Kent Hanson

Vice President for Academic Affairs
Heidi Haagenon

Dean Of Academic Affairs
James Clark, M.S.

Program Director
Brenda Brandt, M.ED., COTA/L

OTA Staff
Meghan Anderson, COTA/L, Support Staff
Martina Drasler, COTA/L, Support Staff
Bobbie Miller, COTA/L, Faculty
Marietta Cosky Saxon, M.Ed., OTR/L, Faculty and Academic Fieldwork
Coordinator (AFWC)

VERIFICATION OF OTA STUDENT HANDBOOK FORM

Instructions: Please sign the forms below. Keep the top form for your records and cut the bottom form and turn into the instructor.

I have been given a copy of the OTA Student Handbook. Policies and procedures relating to the OTA Program have been discussed with me and I have had the opportunity to have my questions answered. I have read the Handbook, understand it, and I am responsible for what is in it. I acknowledge that this constitutes forewarning and is due process in relation to the policies and procedures being enforced.

Print Student's Name: _____

Student's Signature

Date

- - - - -

VERIFICATION OF OTA STUDENT HANDBOOK FORM

I have been given a copy of the OTA Student Handbook. Policies and procedures relating to the OTA Program have been discussed with me and I have had the opportunity to have my questions answered. I have read the Handbook, understand it, and I am responsible for what is in it. I acknowledge that this constitutes forewarning and is due process in relation to the policies and procedures being enforced.

Print Student's Name: _____

Student's Signature

Date