



ANOKA
TECHNICAL COLLEGE

**OCCUPATIONAL THERAPY
ASSISTANT PROGRAM**

**PROGRAM HANDBOOK
2022-2023**

ANOKA TECHNICAL COLLEGE

1355 West Highway 10

Anoka, MN 55303

www.anokatech.edu

OTA PROGRAM HANDBOOK
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WELCOME to the Occupational Therapy Assistant (OTA) Program at Anoka Technical College (ATC). More than fifty years of students have also embarked on this same journey. Anoka Technical College's Occupational Therapy Assistant Program has a strong presence in the state of Minnesota of graduating competent, innovative, and ethical practitioners.

We are glad that you have chosen occupational therapy as a career and that you chose to have ATC assist you with your education. We seek to provide a diversity of courses and experiences to help you develop the skills and knowledge you will need to succeed as an occupational therapy assistant. The OTA Program will facilitate your learning and help to prepare you for a professional career. Upon graduation from the program and passing a national certification exam, you will be prepared to work in a variety of settings. Some of these practice settings include hospitals, transitional care units, long-term care, schools, out-patient clinics, mental health facilities and community-based facilities.

In addition to your didactic education, you will also have the opportunity to participate in clinical fieldwork experiences coordinated by the Academic Fieldwork Coordinator and supervised by fieldwork educators in some of the same practice settings as mentioned above. Many of our fieldwork educators are Anoka Technical College OTA graduates. It is wonderful to have their support!

The first week of class, you will be asked to sign a form indicating that we have provided you with electronic access and explanations of the OTA Program Student Handbook. This handbook is designed to outline policies, procedures and expectations of the program. It can also provide you with the requirements necessary to be effective and efficient as a student within the OTA Program.

Anoka Technical College also provides a handbook regarding college policies and procedures. Information for all students attending ATC located at www.anokatech.edu. Many of the policies mentioned in this handbook refer to this handbook. Please make sure to refer to it regarding all student policies and procedures.

It will be useful to have both of these handbooks to use as a resource throughout your educational process. Feel free to contact the OTA Program Director or your Academic Advisor for any questions you may have.

We would like to again WELCOME you to the Occupational Therapy Assistant Program at Anoka Technical College, and we look forward to working with you in achieving your educational dreams!

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ANOKA TECHNICAL COLLEGE

KEY

-  Restrooms
-  All Gender Restroom
-  Automated External Defibrillator (AED)
-  Exits
-  Fresh Stop Cafe
-  Stairs
-  Information Desk
-  Elevator
-  Anoka-Hennepin Technical High School
-  STEP



Anoka Technical College
MISSION-VISION-VALUES-GOALS

Mission- Provide innovative career and technical education to help our students and communities live and learn well.

Vision- A vital student and community focused institution, providing the finest career and technical education in Minnesota.

Values - *Learning *Respect *Openness *Diversity *Innovation *Excellence *Integrity

College Goals:

- Goal 1. Commit to Student Success
- Goal 2. Promote Academic Excellence
- Goal 3. Foster a Vibrant Culture that Practices Equity and Inclusion
- Goal 4. Establish a Strong Reputation and Valuable Partnerships

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. Educating future occupational therapy assistants provide the community with educational opportunities, as well as future employees.

The OTA Program has a strong history and identity with the college and community, demonstrating a reputation for excellence at an affordable cost for more than 50 years supporting the mission of the college. The OTA Program collaborates with the community providing services to populations and enhancing the “occupation of living.”

The primary mission and outcomes of the Occupational Therapy Assistant Program provides educational experiences necessary to prepare reflective learners and *ethical* practitioners who are strengths-based and entry-level competent. The program focuses on training students who are also client-centered, occupation-based, critical thinkers, creative problem solvers, and collaborative both inter/intra professionally. The OTA Program strives to commit to student success through system of mentoring in professional attributes. Students receive training enabling them to be able to function and flourish in a rapidly changing and dynamic health and human service delivery system in a variety of roles, with a variety of client populations and practice settings.

PROGRAM LEARNING OUTCOMES OF THE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Graduates will:

1. Practice using innovative and evidence-based interventions within the role of the entry-level Occupational Therapy Assistant.
2. Demonstrate professional attributes, ethical standards, and values of the profession.
3. Deliver competent services/outcomes by using reflection, strengths, client-centered and occupation-based interventions, and critical and creative thinking.
4. Collaborate inter/intra professionally.
5. Work with people from diverse backgrounds in a variety of practice settings serving the community.

The OTA Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North

Bethesda, MD 20852-4929. ACOTE's phone number, C/O AOTA, is 301-652-AOTA, and its web address is www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

**ANOKA TECHNICAL COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
PHILOSOPHY STATEMENT**

According to the document from the American Occupational Therapy Association's (2018), Philosophical Base of Occupational Therapy,

"occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. Thus, participation in meaningful occupations is a determinant of health and leads to adaptation.

Occupations occur within diverse social, physical, cultural, personal, temporal, and virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation because of the dynamic relationship among factors intrinsic to the individual, the environment, and contexts in which the occupation occurs, and the characteristics of the occupation.

The focus and outcome of occupational therapy are clients' engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end in therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.

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

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, strengths, affective skills, and technical skills needed to become a competent entry-level occupational therapy assistant. The educational process is viewed as a collaborative partnership between the instructor 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 through reflection, which helps to reach designated levels of understanding and performance.

The Program's approach regarding human beings and how they learn, is consistent with the Philosophical Base of Occupational Therapy (AOTA, 2018) published by the American Occupational Therapy Association. Specifically, those persons/groups/communities are an active being whose development are influenced by engaging in occupation and that the individual/group/community has a capacity for intrinsic motivation, which can influence the ability to change and adapt.

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**ANOKA TECHNICAL COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
CURRICULUM DESIGN 2021**

Program Learning Outcomes/Goals:

1. Practice using innovative and evidence-based interventions within the role of the entry-level Occupational Therapy Assistant.
2. Demonstrate Professional Attributes, ethical standards, and values of the profession.
3. Deliver competent services/outcomes by using reflection, strengths, client-centered and occupation-based interventions, and critical and creative thinking.
4. Collaborate inter/intra professionally.
5. Work with people from diverse backgrounds in a variety of practice settings serving the community.

After successful completion of the Occupational Therapy Assistant (OTA) Program at Anoka Technical College, graduates should be able to perform entry-level OTA competencies in a variety of settings in addition to being reflective practitioners who are strengths based, client centered, occupation based, critical and creative thinkers, and collaborative both inter/intra professionally. With these goals (Program Learning Outcomes) in mind, the curriculum design was developed with these themes to help students learn and nurture the skills, in addition to the gaining necessary skills to be a competent entry-level occupational therapy assistant. Education of the adult student or andragogy pulls from experiences in life to enhance learning or to use as a resource in learning (Knowles, 1984). According to Cross (1988) and Wlodkowski (1990), adult learners have diversity of age, experience, motivation, and goals. While these characteristics are diverse, they offer an opportunity to utilize a varied approach to learning. Thus, while faculty facilitates learning through instructional design methods within the curriculum. Instructional design methods are delivered through experiential, reflective and purposefully connecting life experiences of the students, ending with the goal of development of the skills required of a future certified occupational therapy assistant.

The OTA Program utilizes many instructional design methods with an emphasis on active in-person learning to allow students to incorporate previous learning with new learning experiences. Among these methods are labs emphasizing practical and experiential learning, and lecture. Other instructional design strategies to enhance learning are the use of video, technology, structured discussion groups, presentation, role-play, observation, fieldwork rotations, community outreach, guest speakers, fieldtrips, and group work. All coursework is enhanced with the use of Desire2Learn (D2L) an online learning platform. Students utilize D2L for aspects of learning including schedules, exams, assignments, and discussion. Students are assessed or evaluated in a variety of methods depending on the type of course and content. Evaluation methods include but are not limited to exams/quizzes/pop quizzes, assignments, presentations, both individually and in partnerships or groups, skill demonstration, structured discussion both in person and online, check-off of skills, and role-play.

Regarding the curriculum design, there are embedded themes that are repeated throughout courses. These themes develop and cultivate the emergence of the program learning outcomes/goals for each student. To support the transformation to a reflective and competent occupational therapy (OT) practitioner, students **first** learn of their innate strengths through informal reflection as to what attracted them to the profession, as well as through formal use of the Clifton Strength's Finder™ assessment within the first semester. Most assignments within the curriculum also include an area for instructors to comment on "strengths" of the student and their work, in addition to "areas to work on". This provides the student with tangible feedback to apply to knowledge of being a reflective practitioner. Moving through the first semester and early in the second semester, students continue to focus on their using their own strengths and while applying those strengths while working in a group. Later in the second semester, the curriculum starts to shift the focus to identifying client or group strengths to recognize the value of the "strengths" within the therapeutic process. The third semester further emphasizes the recognition of strengths within community, pediatric and physical rehabilitation populations. Finally, the student applies the knowledge of "strengths" while the learning continues to take place within the Level II Fieldwork experiences.

Within the curriculum design, students are also exposed to another form of reflection related to Professional Attributes (or professional behaviors/soft skills). Professional Attributes are skills that have been identified to be a part of a competent, reflective occupational therapy practitioner. Professional Attributes include ethics, safety, critical thinking, work skills, communication, cultural competence, and strengths. This process begins with the first semester and includes education on what Professional Attributes are and why they are an important part of the curriculum design. Each semester, students self-assess themselves on a rating scale and meet with faculty to discuss their self-assessment. Faculty members provide open and honest feedback to the student offering feedback on strengths as well as suggestions for improvement. Students write goals and work on strategies to meet the goals within the next semester. This process is designed to help students identify their strengths and areas to which may require work prior to the fieldwork experience. Each consecutive semester, the students reassess themselves, faculty provide feedback and the system continues, culminating the third semester prior to Level II Fieldwork in the fourth semester.

The content and scope of the Occupational Therapy Assistant curriculum design is based on the 2018 Accreditation Council for Occupational Therapy Education (ACOTE) Standards for Occupational Therapy Assistant Education. These standards also drive program planning, implementation, and the evaluation process of the OTA program. In addition to the ACOTE 2018 Standards, curricular content is derived from a variety of sources to meet industry needs in the community. The OTA Advisory Committee, Fieldwork Educators, student feedback, National Board of Certification for Occupational Therapy (NBCOT) exam results, and faculty expertise all contribute to the content of the curriculum. Annually, courses are evaluated, and data is collected to ensure themes and standards are addressed and revised.

The first semester of the OTA Program includes a mix of a General Education course and introductory courses in the OTA Program. HLTH 1005 Anatomy and Physiology provides the student with knowledge about the human body and how the various body functions and structures work to support participation in occupation. This foundational lecture course allows students to understand how the body works and complements the content in COTA 1050 Clinical Conditions. The content in Clinical Conditions covers physical, psychosocial, and developmental conditions most commonly treated in occupational therapy. This course also addresses symptoms, etiology, progression of the condition, which corresponds with the content of Anatomy and Physiology. In addition, the course also introduces the student to medical terminology associated with the conditions. COTA 1001 Introduction to Occupational Therapy is a lecture course that introduces the basic tenets of the profession where students learn foundational concepts about the profession such as the scope or domain and the process in which service is delivered. Many other foundational concepts are introduced in this course such as the history, philosophy, values of the profession, occupation-based and client-centered concepts, diversity, documentation, skills such as observation, therapeutic use of self, interviewing, regulatory, inter/intra-professional roles and collaboration, professional organizations, roles within the profession, basics of evidence-based practice and ethics. Students are required to join the American Occupational Therapy Association (AOTA) to facilitate professional socialization, have access to evidence-based practice and learn the value of life-long learning. All the concepts in this course are revisited throughout the curriculum in relation to the coursework and many are readdressed in detail in one of the third semester course (COTA 2310- Professional Seminar) prior to fieldwork. Lastly, COTA 1105, Therapeutic Applications I is a lecture/lab course that is also foundational to the curriculum. This course teaches in-depth the concept of activity analysis through occupation-based, client-centered, and strengths-based activities. It also introduces the student in thinking critically about occupations/activities, yet also introduces student to creative thinking to begin the process of designing meaningful intervention that are client-centered. This course also connects with COTA 1001 Introduction to Occupational Therapy in that, it coordinates the language of the AOTA's Practice Framework: Domain and Process (2020) with the language used for activity analysis. Students learn what their natural top five strengths and how their strengths can help them through their process of education. They also are introduced to thinking about how to help future clients utilize their strengths to participate in life occupations. Professional Attributes are introduced in this class. Through a process of reflection, students are guided to assess their Professional Attributes (professional behaviors) as noted above.

The second semester of the program includes more in-depth details from first semester. This semester, five OTA courses and one supporting General Education course take place. The semester begins to focus on specific skills and tools that OTAs will need to attain to be successful entry-level practitioners. COTA 1155 Therapeutic Applications II is a lab course that focuses on main content areas that will help students understand underlying concepts related to the provision of services in a variety of delivery models. These content areas include how to use research and understand basic evidence-based practice, group dynamics and group implementation, and basic documentation skills, including the use of electronic health records. COTA 1260 Performance Skills and Applications is a lecture/lab course focused on learning frames of reference, basic standardized assessments, basic skills required in performance skill areas of Motor and Process. The content from these courses will form the foundation required in COTA 1270 Productive Aging/Geriatric Practice and COTA 1280 Mental Health and Wellness Practice. The focus of these two courses is on the OT process, with emphasis on the treatment commonly found in these populations/practice areas. These courses are a combination of lecture and lab. The emphasis in practice courses is related to developing the use of critical and creative thinking to design client-centered and occupational-based treatment. In addition, other emphasis in practice courses is the use of evidence-based practice, frames of reference, use of collaboration between OTs and other professionals, and using client strengths to guide treatment and outcomes of therapy. COTA 1270 also combines a component of healthy aging and the role of the Activity Director within this practice area. The concept of healthy aging is revisited in COTA 2350 Community Practice in the third semester. PSYC 1406 General Psychology will be a co-requisite to these courses. This allows the content of the course to integrate with the theory course, COTA 1280 Mental Health and Wellness. Lastly, COTA 1290 Level I Fieldwork- Behavioral is 5-6 day/32-40-hour Level I Fieldwork rotation towards the end of the semester. This rotation has a focus on a behavioral or psychosocial setting or simulation, thus tying the content of the two practice/theory courses together and experiencing the role of an OTA working in a variety of community settings, ages and populations. At the end of the semester, students meet to discuss their settings and process the application of classroom learning.

During a summer semester or earlier, students take any remaining General Education requirements such as ENGL 1105 Composition, or ENGL 2105 English and Technical Writing, PSYC 1506 Lifespan Development, SPCH 1500 Interpersonal or Intercultural Communications, thus supporting coursework and remaining content standards required of Academic OTA Programs. All General Education requirements need to be complete prior to the third semester.

During the third semester, the program continues to focus on practice courses related to physical rehabilitation, children and youth, and community practice. Physical Rehabilitation Practice COTA 2330, Children and Youth Practice COTA 2340, and Community Practice COTA 2350 are both lecture and lab courses focused treatment of common conditions as visited in COTA 1050 Clinical Conditions, or the role of the OTA in population-based practice. The emphasis in practice courses remains on critical and creative thinking to design client-centered, occupation-based treatment of areas of need, but also focuses on evidence-based practice, frames of reference, collaboration inter/intra-professionally, and client/population diversity and strengths used to support outcomes. Level I Fieldwork Traditional (COTA 2391), is concurrent with these courses to support the learning in the classroom. Students attend a 5-6 day/32-40 hour simulated rotation supervised by faculty members towards the end of the semester. This allows the student to apply classroom learning to experiences observed on fieldwork. Professional Seminar COTA 2310 is also concurrent with these courses. This course ties previous learning together and prepares the student for Level II Fieldwork, preparation for credentialing and future employment. The culmination of Professional Attributes process is completed, thus readying the student for future fieldwork as well as work as an entry-level reflective clinician. Students are again required to join AOTA and Minnesota Occupational Therapy Association (MOTA) to instill professional socialization, research opportunities and have opportunities for continuing education thus fulfilling program goals.

The fourth semester of the program focuses on full time Level II Fieldwork, COTA 2411, and COTA 2421, where students learn to utilize the skills they have learned in their didactic education. Both rotations are generally full-time rotations

for eight weeks, one serving in a medical model setting and the other rotation in a community setting. Medical settings are defined as a setting where a client receiving services outside of their natural environment in a facility; for example, a hospital, inpatient physical rehabilitation, or mental health unit (adult or pediatric), outpatient clinics with a medical focus (hand therapy or work hardening), and/or skilled nursing facilities or transitional care units. The focus of treatment is on establish/restore, maintain, and modify and can be with children and youth, adults, or elders with physical, developmental and/or psychosocial conditions. The definition of a community setting is any setting where the client seeks services that can be provided while the client remains living in their home context. These could include schools, early childhood intervention, outpatient pediatric clinics, adult and pediatric home health, activities/recreation departments in memory care/Long Term Care facilities, and adult day settings person, virtually or via telehealth. The focus of services can be related to any type of OT intervention such as create/promote, establish/restore, maintain, modify, or prevent. During each of the rotations, students will have hands-on practice with clients while working inter/intra-professionally. Students have weekly contact with instructors to facilitate learning but are supervised and evaluated on-site by an OT practitioner with at least one year of experience. Students meet with faculty at the end of the rotations for discussion and processing of learning on campus in preparation for the National Board of Certification OTA exam.

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**OCCUPATIONAL THERAPY ASSISTANT PROGRAM
AAS 71 CREDITS
SEQUENCING PLAN for Fall 2022/2023**

Taking the General Education courses prior to starting this sequence is recommended, but not required. All OTA courses listed below must have a minimum grade of a "C"/80% or better to pass and progress to next semester.

Please note that sometimes course numbers change. Be sure to cross-reference the name of the course before registering.

If you are planning to transfer in coursework, you need to have this done ASAP to ensure the amount of credits match.

<p>Fall Semester COTA 1001 Intro to OT (4) COTA 1050 Clinical Conditions (4) COTA 1105 Therapeutic Applications I (1 lecture and 2 lab) HLTH 1010 Anatomy and Physiology (4) 15 credits</p> <p>If you have time or don't have to take the above HLTH courses take: PSYC 1406 General Psych or any of the Summer Semester courses listed 12-16 credits</p>	<p>Spring Semester COTA 1155 Therapeutic Applications II (2- lab) COTA 1260 Performance Skills and Applications (1 lecture, 2 lab) COTA 1270 Productive Aging/Geriatric Practice (4: 3/1) COTA 1280 Mental Health and Wellness Practice (4:3/1) COTA 1290 Level I Fieldwork Behavioral* (1) PSYC 1406 General Psychology (4) 14-18 credits HLTH 1005 must be completed and passed with 2.0 GPA (80%) or greater prior to moving to second semester OTA coursework.</p>	<p>Summer Semester ENGL 1105 or 2105 Composition or English and Technical Writing (4) PSYC 1506 Lifespan Development (4) SPCH 1500 Intercultural Communications (3) 11 credits</p> <p>All General Education requirements must be completed and passed prior to starting third semester of OTA coursework.</p>
<p>Fall Semester COTA 2310 Professional Seminar (2) COTA 2330 Physical Rehabilitation Practice (4:3/1) COTA 2340 Children and Youth Practice (4:3/1) COTA 2350 Community Practice (4:2/2) COTA 2391 Level I Fieldwork Traditional* (1) 15 credits All coursework needs to be completed and passed in order to register for Spring 2023 coursework.</p>	<p>Spring Semester COTA 2411 Level II FW Rotation A* COTA 2421 Level II FW Rotation B* 12 credits</p> <p>These fieldwork rotations are full time (40 hours) per week for 8 weeks (each rotation). Start times will vary per site.</p>	<p>General Education courses do not need to be completed prior to starting the OTA program. However, most former and current students recommend that they are done prior to starting the program, especially if the future student has outside commitments. Most of the general education courses are available during each semester and/or during the summer semester. Please check course schedules for availability.</p>

*Students must have a current CPR for the Healthcare worker card prior to taking COTA 1290. Subject to change for future cohorts

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

Please refer to current Program Handbook for more details regarding the program policies and procedures:

<http://www.anokatech.edu/ProgramsCourses/HealthScienceTech/OccupationalTherapyAssistant.aspx>

**ANOKA TECHNICAL COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
ETHICAL STANDARDS OF THE PROFESSION/PROGRAM**

The American Occupational Therapy Association sets forth principles of ethical and moral professional behaviors that relate to the practice of all Occupational Therapy Clinicians and students. We are obligated to the welfare of our clients, and to advocate for social justice and for those who are unable to advocate for themselves. Thus said, that any student enrolled in the Occupational Therapy Assistant Program at Anoka Technical College will abide by the moral and ethical responsibilities that have been set forth by the American Occupational Therapy Association (AOTA) and Accreditation Council on Occupational Therapy Education (ACOTE). The OTA students and OT practitioners are obligated to uphold and adhere to the profession's Code of Ethics.

The American Occupational Therapy Association Code of Ethics (2020) can be found at:

<https://ajot.aota.org/article.aspx?articleid=2767077>. Key principles from the Code of Ethics (2020) are as follows:

“BENEFICENCE: Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of persons.

NONMALEFICENCE: Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.

AUTONOMY: Principle 3. Occupational therapy personnel shall respect the right of the person to self-determination, privacy, confidentiality, and consent.

JUSTICE: Principle 4. Occupational therapy personnel shall promote equity, inclusion, and objectivity in the provision of occupational therapy services.

VERACITY: Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

FIDELITY: Principle 6. Occupational therapy personnel shall treat clients (persons, groups, or populations), colleagues, and other professionals with respect, fairness, discretion, and integrity.”

To help students, understand and develop the values, professional, moral and ethical standards of the profession, the Code of Ethics will be discussed in the Introduction to Occupational Therapy course and revisited throughout the curriculum. The Ethical principles will be discussed as they apply to students in the program as well as how it applies to practitioners and the consequences of violations.

Behaviors that violate professional, moral, or ethical standards to the Occupational Therapy Profession, while in the Occupational Therapy Assistant Program at Anoka Technical College include:

- Academic dishonesty (cheating, plagiarism, taking photos or copying quizzes and/or exams or anything that is not produced by the student)
- Knowingly submitting false information
- Theft of others educational work (downloading pirated textbooks without paying for them, plagiarism)
- Behaviors that violate Student Code of Conduct (in college handbook)
- Unsafe behavior in a clinical setting
- Harassment to students or instructors
- Not respecting personal boundaries of those in your work or educational environment
- Unsatisfactory behavior is documented more than once in the same or previous semester
- Clinical site supervisor/agency refuses to allow a student to be present in their facility
- Single unsatisfactory behavior is so profound that dismissal from the program is necessary

Consequences for failing to meet the requirements will range from a written growth plan, probationary status, course failure or/and dismissal from the Occupational Therapy Assistant Program. Students who are dismissed from the program for these reasons are not eligible to apply for readmission to the Occupational Therapy Assistant Program at Anoka Technical College.

CHARACTERISTICS OF SUCCESSFUL OTA STUDENTS- PROFESSIONAL ATTRIBUTES

The Occupational Therapy Assistant faculty want students to graduate successfully from the program. Because of this priority, faculty would like to share some observations regarding students who have graduated successfully.

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.

It is also recognized 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 that students add at an outside job are really "overtime." The best jobs are part-time jobs with flexible hours since class schedules 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. Students 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. Students can 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.** Students 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.

As a future professional in the field of occupational therapy, there are many skills that you will need to have, demonstrate, and use daily. While some of the skills you will learn are very tangible such as treatment interventions, there are skills required of a professional that are not so tangible. These skills are often called "soft skills" or professional skills. They are skills/attributes that some people have naturally as strengths, while others must learn and practice. Each student is expected to demonstrate these skills within the classroom, lab, fieldwork and when out in the community.

To help students, develop or hone these characteristics, a set of Professional Attributes have been developed by the faculty in collaboration with Fieldwork Educators and the OTA Advisory Committee to outline what is expected of students, how to help them learn to be a reflective practitioner, and grow professionally by giving and receiving feedback. Faculty will be introducing and demonstrating these skills to mentor students.

Procedure:

Once a semester, students will self-assess themselves using a form and then will meet with faculty. Together in a reflective process, students will share their self-assessment with the faculty. Faculty will provide supportive feedback to identify strength areas and to help students identify and develop areas for growth. Each semester the skill level will increase, thus readying the student for fieldwork where they can continue to practice and demonstrate these skills. The actual form for Professional Attributes outlines the policies related to scoring. Students scoring more than Students will write at least two measurable goals in which they will be assessed at the end of the semester. Failure to meet these goals will result in a Growth Plan designed to help the student be successful. If there is more than five total NY's, or 2-3 NY's in the area of safety or ethics attributes as indicated by student or faculty members, students will have a Growth Plan written. If the student is unable to meet the details of the Growth Plan by the end of the same semester, the student may be placed on Probationary status and/or asked to withdraw from the program.

These attribute areas will also be used as a part of Level I Fieldwork evaluation. Thus, reinforcing the knowledge of and importance of these characteristics outside the classroom.

Attribute areas:

Ethics:

- Abide by college, program, fieldwork policies and procedures
- Articulate and demonstrate the profession's Code of Ethics
- Follow regulatory procedures such as HIPAA, FERPA, laws applicable per fieldwork

Safety:

- Always has client safety as top priority
- Utilizes techniques to keep self and future clients safe
 - Ergonomics
 - Universal precautions/Infection control
- Arranges the environment to ensure safety of all
 - Tools and equipment
 - Room layout

Critical thinking:

- Develop clinical reasoning appropriate to entry-level practice
- Uses evidence-based practice (EBP) to inform decisions
- Considers all aspects/views
- Able to accurately self-assess
 - Strengths
 - Areas for improvement
- Able to provide rationale for decisions or statements
- Demonstrate ability to take responsibility for own learning

Communication:

- Able to appropriately articulate both verbally and through written documentation at level of audience
- Uses socially acceptable language both verbally and through written documentation
- Demonstrates active listening
- Speaks clearly in audible voice, appropriate volume for circumstance
- Asks questions
- Demonstrates ability to establish rapport with others
- Able to accept feedback without being defensive or using excuses

Work behaviors:

- Works with other team members in a professional manner
- Handles disagreements with others in an open constructive manner
- Manages time so that personal commitments do not interfere with school
- Cleans up after oneself
- Comes prepared for school/fieldwork
- Takes active initiative and responsibility for own learning
- Demonstrates flexibility/adaptability with classmates, instructors, clinical and community practitioners
- Demonstrates ability to follow dress code
- Demonstrates ability to work in a team through collaboration
- Demonstrate responsible behavior in all settings through curriculum including fieldwork

Cultural Competence:

- Demonstrates respect for all people in therapeutic relationships
- Demonstrates respect for classmates, faculty, fieldwork educators, guest speakers, college staff, etc.
 - Socio-cultural, economic, gender, spiritual, lifestyle preference, disability

Strengths:

- Views self positively
- Portrays positive self-image
- Recognizes personal strengths and uses them appropriately
- Recognizes the strengths of other and supports and validates them
- Works towards developing other areas of needed growth

Anoka Technical College
Occupational Therapy Assistant Program
TECHNICAL STANDARDS FOR THE OTA STUDENT AND PRACTITIONER

During education within this program, students will be expected to perform certain skills and work under certain conditions in order to meet the demands of a future career in occupational therapy. The demands or technical standards listed below are meant to help students understand the minimum required skills needed to be successful. Each of the skills are listed along with an actual task within the program including fieldwork.

It is the intent of ATC and the OTA Program to fully comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and other applicable statutes and laws to allow equal access to all. Minnesota State Policy Part 1 states: Minnesota State Colleges and Universities is committed to ensuring its programs, services and activities are accessible to individuals with disabilities, through its compliance with state and federal laws. The system recognizes that individuals with disabilities may need accommodations to have equally effective opportunities to participate in or benefit from the system's programs, services, and activities.

Students will be asked to sign this form within the first week of classes that state they understand the criteria below and that they are able to meet the technical standards with or without accommodations. Students who have questions about the technical standards should meet with the OTA faculty and the Office of Disability Services at ATC.

Students with disabilities seeking accommodations should seek out assistance from the Office of Accessibility at Anoka Technical College. There are procedures/policies that are required. It is the **student's responsibility** to provide the Office on Disabilities with their course schedule prior to each semester start, thereby allowing time to plan to provide requested accommodations. Make an appointment well before semester start to ensure accommodations can be arranged. Reasonable accommodations are defined as modifications or adjustments that allow individuals with disabilities to gain equal access and have equal opportunities to participate. To receive reasonable accommodations, one must work with the Disabilities Specialist and provide documentation of disability from a licensed professional in the area of specialty. ATC is not obligated to provide an accommodation that requires a substantial change in the curriculum or alteration of an essential element or function of the program or a particular course. Requests for accommodations should take place as soon as possible but at least 30 business days prior to the service needed. In the case of accommodations for fieldwork (FW), not all technical standards may be required, and all sites may not be able to provide certain accommodations. In this case, any accommodations required for fieldwork must be presented one semester ahead of the scheduled placement. Fieldwork placement is not guaranteed and may be limited if accommodations are not received in accordance with the timeline above.

I have read and understand this entire document. I have had questions answered by OTA Program Faculty and Disability Services. I can meet these Technical Standards with or without accommodations.

- I can meet these standards without accommodations.
- I can meet these standards with accommodations. I will submit accommodations as stated above.

Student signature

Date

The areas of technical standards are: **Physical, Sensory, Cognitive, and Emotional/Social Interactions**

Technical Standard:	Area	Examples (not all inclusive)
Physical	Motor Gross motor Balance Mobility	<ul style="list-style-type: none"> • Independently kneel, squat to stand from the floor, mats, etc. • Independently utilize stairs or elevators and close doors • Transport client in wheelchair or adapted device • Position clients in a variety of positions and environments such as a bed, bathroom, mat, clinic • Move quickly in case of emergency • Demonstrate proper body mechanics • Transport self within the classrooms, labs, clinics, school, restrooms, etc. • Independently utilize community mobility if needed to attend class, fieldwork, or outings
	Strength/ Endurance	<ul style="list-style-type: none"> • Complete a transfer with a client who may not be able to help in any way • Reposition a client in bed • Push a wheelchair and person weighing more than 300lbs for 300 ft or more • Manage items of resistance such as manual muscle testing, clients with muscle tone, weights or pulleys or resistance bands • Stand for up to 4 hours
	Coordination Fine motor dexterity Bilateral coordination	<ul style="list-style-type: none"> • Manipulate instruments and testing equipment • Independently document using a variety of modes such as handwriting, use of computer/keyboard or tablet • Demonstrate movements to clients using unilateral, bilateral, and contralateral patterns
Sensory	Visual Observation Distance Close up/acuity	<ul style="list-style-type: none"> • Observe client interaction including facial expression and body postures • Observe changes in color related to client such as redness in skin • Observe clients in clinic setting or community area from a distance • Observe client’s environment for safety concerns • Accurately record testing results from a variety of sources such as dials, clocks, blood pressure cuffs, pulse oximeters • Read from a variety of sources such as textbooks, computers/tablets, medical charts, and handwritten notation
	Auditory	<ul style="list-style-type: none"> • Distinguish communication or verbal responses in a noisy environment from 10 feet
	Tactile	<ul style="list-style-type: none"> • Palpate muscle contractions • Apply appropriate pressure to muscles for tone issues
Cognitive	Critical thinking Clinical Reasoning Synthesis of Information Recognition of bias Multi-task	<ul style="list-style-type: none"> • Apply classroom knowledge to lab experiences and FW • Work independently and make decisions in best interest of client using good judgement- Skills check off and FW • Utilize online learning platform to find information regarding coursework and submit assignments electronically • Understand medical terminology and contextual information in a chart regarding a condition of a client- Case studies, exams, and FW • Accept feedback without being defensive –Professional Attributes and FW • Read a plan of care and prioritize decisions within 2-3 minutes regarding a treatment plan and have alternatives if needed- Case Studies • Manipulate a stopwatch or blood pressure cuff while listening for heartbeat

		<ul style="list-style-type: none"> • Recognize own biases and provide treatment to clients without judgement- Case Studies and FW • Work in a fast-paced environment that may change or have multiple interruptions- Labs and FW • Work with two clients at the same time each having different goals
	Calculate Measure	<ul style="list-style-type: none"> • Ability to add, subtract, divide and multiply without the use of a calculator • Calculate developmental age without the use of calculator • Calculate the average of assessment scores such as Dynamometer and Pinch Meter without the use of a calculator • Measure the circumference of a joint or body part to determine edema and need for consultation with another professional • Measure a work/home environment to determine need for ergonomic changes or adaptations • Develop a budget
Emotional/ Social Interaction	Stability Judgement	<ul style="list-style-type: none"> • Interact with classmates, professionals, clients, and caregivers appropriate to the situation and age • Demonstrate ability to cope, stay calm and provide empathy while dealing with strong emotional and physical, behavioral outbursts • Demonstrate the ability to maintain personal life without interfering with school and FW
	Communication Feedback Social skills Therapeutic use of self Empathy	<ul style="list-style-type: none"> • Provide constructive feedback to group members and clients • Utilize appropriate language when working/discussing with a variety of people (professionals, co-workers, clients, caregivers) • Maintain and support a mature and/or therapeutic relationship with a variety of people in a variety of settings • Accept feedback without being defensive
	Ethics	<ul style="list-style-type: none"> • Uphold the principles, policies and values of the profession, college, program and FW facilities • Maintain confidentiality • Maintain accuracy with documentation and billing • Submit one's own work and utilize citations to credit others

**STUDENT RESOURCES
ORGANIZATIONS, LICENSING, CREDENTIALING**

STUDENT SUPPORT SERVICES

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

PROGRAM ADVISING

Each student will 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 post office hours so the advisee can set up an appointment. See section on Policies and Procedures for more information.

**CREDENTIALING
CERTIFICATION EXAMINATION
ACOTE Standard A.4.6**

Upon successful completion of all the academic and fieldwork program requirements, students will be eligible to take the certification examination through the National Board for Certification of Occupational Therapy (NBCOT). Passing this examination is required to be hired as and to call oneself a Certified Occupational Therapy Assistant (COTA). **A felony conviction may affect a graduate's 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 Prometric Test Center. It is offered at various times throughout the year, and it is electronic. The exam is given in a variety of sites in the metro area and many other cities across the country. Students will learn more about the application process and exam fee while the third/fourth semester of the program. The online application examination fee is approximately \$515. Along with your application for the exam, you will need to submit an official transcript from ATC. After passing the Certification Examination, the graduate will be certified as an Occupational Therapy Assistant, thus granting the ability to use the credential, "COTA."

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

Research by NBCOT show that students who take the exam closer to graduation are more likely to pass the exam than those who wait. 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.

National Board for Certification in Occupational Therapy, Inc.

One Bank Street

Suite 300

Gaithersburg, MD 20878

Phone: 301-990-7979

Website: www.nbcot.org

Email: info@nbcot.org

CREDENTIALING
ACOTE Standard A.4.6
LICENSURE IN MINNESOTA

In the state of Minnesota (and most every state), an OT practitioner must become licensed to legally practice occupational therapy. Once you have successfully completed your Level II Fieldwork Experiences and if you have a job offer and plan to work immediately after graduation, prior to taking the NBCOT Certification exam, you need to apply for temporary licensure through the Minnesota Board of Occupational Therapy Practice. To do this, you need to:

1. Access an online application at <https://mn.gov/boards/occupational-therapy/>.
2. There will be a 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 NBCOT Certification 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.

Minnesota Board of Occupational Therapy Practice
2829 University Avenue SE, Suite 415
Minneapolis, MN 55414
Phone: 612-548-2179
Email: occupational.therapy@state.mn.us

JOB PLACEMENT

As a graduate, students can receive assistance from the Career Services office (Minnesota Workforce Center) on campus in locating a job. The assistance involves posting of employment opportunities and training in job seeking skills. This office 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.

The OTA Program and Anoka Technical College do not guarantee placement in jobs after graduation but will inform students of any opportunities in profession.

PROFESSIONAL MEMBERSHIPS

Students are required to participate in occupational therapy organizations on a national level and state level as part of their coursework and to professionally socialize them into the profession of occupational therapy. Student memberships need to stay current throughout the program. Student memberships at reduced rates are available in both groups. Please check the representative websites for current student membership.

AOTA: The American Occupational Therapy Association is the national organization, which promotes education, clinical practice, and research in the field of O.T. As a member, students will be able to access AOTA's website to find information, official documents and evidence-based research. Students are required to be a member both years of the program.

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. Students will be required to have membership the second year of the program to attend the annual conference. Please check the MOTA website for current student membership.

The following organization request student representation from every occupational therapy education program:

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.

American Occupational Therapy Association (AOTA)
6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929
1-800-SAY-AOTA (729-2682)
<http://www.aota.org>

Minnesota Occupational Therapy Association (new address as of 9-1-2021)
335 Randolph Avenue, Suite 240
St. Paul, MN 55102
Email: info@motafunctionfirst.org
<http://www.motafunctionfirst.org>

Student Organizations

SOTA Club

The purpose of the SOTA club is to unify the Occupational Therapy Assistant class, to be of service to the school community, to encourage professional socialization and 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.

SOTA Club 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 SOTA Club meetings. The representative will facilitate SOTA Club involvement in Student Senate fundraisers and programs.

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:

“The Student Senate serves as advocates for all Anoka Technical College students. In addition to being the voice in front of local and state elected officials for fighting for lower tuition and more financial aid, the Student Senate represents the student body at meetings and in college committees.

They also subsidize the cost of professional conferences and competitions for students and provide social, educational, cultural and leadership activities for the entire college.

The Student Senate consists of a president, a vice president, a director of development, a public relations coordinator, a secretary, a treasurer, a director of internal affairs and representatives from each program area.” ATC, Student Senate Webpage, (2021).

For further information on Student Senate, refer to ATC's website: Get Involved/Student Senate area at <https://www.anokatech.edu/StudentServices/GetInvolved/StudentSenate.aspx>

OTA Program
POLICIES AND PROCEDURES



Steps to Admission to the Occupational Therapy Assistant (OTA) Program

Students must complete all steps of the admissions process to be admitted into the Occupational Therapy Assistant program. Please read the full explanations below this checklist. **The following prerequisites must be completed and submitted as an entire package to the Enrollment Services Department (via email). All required documentation must be submitted during the application period. All documents must be submitted as an entire packet via email as a PDF file to enrollmentservices@anokatech.edu. Applicants will be accepted in the order received (via timestamp) after 9 am on December 5, 2022.**

1. Apply to ATC and be admitted to the College (www.anokatech.edu)
2. Complete the ACCUPLACER or ACCUPLACER NEXT GEN Assessments
3. Complete the Test of Essential Academic Skills (ATI-TEAS)
4. Attend a mandatory Information Session (dates found on website under “Important Dates” tab)
5. Apply to the OTA Program following the admissions criteria listed in Option #1 or #2 during the Application period

The Application period dates and Mandatory Information Session can be found on the OTA Webpage under the “Important Dates” tab at: <http://www.anokatech.edu/ProgramsCourses/HealthScienceTech/OccupationalTherapyAssistant.aspx>

Admission criteria:

Option #1: Students who have a high school diploma/GED or Associate of Arts or Applied Science degree

- Successfully ACCUPLACER NEXT GEN/Classic ACCUPLACER or ACT assessment requirement
 1. **Score of 275 or higher (or score of 81 or better on Classic Accuplacer) on the Arithmetic portion** of the Accuplacer within the past 2 years
OR score of 22 or higher on the mathematics subject area of the ACT test taken within the past 5 years
OR Anoka Technical College MATH 0801 with a grade of “B” or better within the past 2 years
 2. **Score of 250 or higher (or score 78 or better on Classic Accuplacer) on the Reading Comprehension portion** of the Accuplacer within the past 5 years
OR score of 21 or higher on the reading subject area of the ACT test taken within the past 5 years
OR Anoka Technical College READ 0900 with a grade of “C” or better within the past 2 years
- Successfully complete Test of Essential Academic Skills (TEAS) requirement and submit score results
 1. **Adjusted Individual Total Score of 65% or higher** on the ATI TEAS Assessment. There is a cost associated with the test. It is the responsibility of the applicant to pay this fee.
- Submit Certificate of Attendance from an Information Session.

Option #2: Students who have a bachelor’s or master’s degree

1. Submit a transcript (unofficial) of bachelor’s or master’s degree. (See Guideline Timeline for more details). **Degree must be completed prior to submission of application.** An official transcript will be required once formally accepted into the program.
2. Submit Certificate of Attendance from an Information Session.
3. The Accuplacer assessment nor the ATI TEAS are required.

All students who meet the admission requirements can apply to the program. Required documents must be submitted as an entire packet; the Enrollment Services Department will accept them via email as a PDF file. Application packets will first be accepted on December 5, 2022, between 9 am-4 pm for the cohort starting Fall 2023. Application packets will continue to be accepted in the order received (by timestamp) until there are 30 qualified applicants. If there are more than 30 qualified applicant packets are received by 4 pm on December 5, 2022, all qualified applicant packets received that day will be placed into a lottery. If less than 30 qualified applicant packets have been received on December 5, 2022, all qualified applicant packets received that day will be accepted. If there are remaining seats open after December 5, 2022, and more qualified applicant packets are received than seats available, a lottery will determine accepted applicants. After 30 qualified applicants are accepted, the remaining applicants will be placed on a “temporary wait list.” Upon submission of a complete applicant packet, applicants will be notified

within 10 business days via email, if they have a seat in the program or have been added to the wait list. Qualified application packets will continue to be accepted after the cohort is full, however, these applicants will continue to be placed on a “temporary wait list” in the order received. Applicants on the temporary wait list will be accepted into the program if a seat becomes available for the current cohort only. Temporary wait list applicants will be notified via email/phone call and will have 48 hours to accept their seat. If no response is received within 48 business hours, the next person will move up on the wait list and the applicant who did not respond will move to the bottom of the temporary wait list. There will be a deadline date described in the correspondence by which the applicant must officially accept their seat, attend program orientation**, complete college orientation and register for courses for the fall semester by Friday, May 5, 2023, or potentially forfeit their seat.

If a student (accepted or on wait list) has a hold on their account for financial or any other reason, they will have one week to rectify the hold or will be removed from either list and will be reordered at the bottom of the wait list.

****Students accepted to the program and those on the “temporary wait list” will need to attend a mandatory OTA Program orientation on Thursday, April 6, 2023, from 3:00-5:30 in room #126 or other venue if needed).** Further details can be found on the OTA webpage in the Program Handbook under OTA Admission policies/ACOTE standards. Registration must occur within 10 working days of acceptance.

Students accepted into the OTA program will need to access internet services via a computer with a camera and microphone for completion of any online or hybrid courses (General Education or OTA Program). Internet, software, and computer access and training are available on campus free of charge. Students will be able to demonstrate the ability to utilize the online platform D2L Brightspace as evidenced by assignment submission, accessing content, and taking exams/quizzes within the first week of the OTA Program. Exams or quizzes may be proctored electronically.

OTA Admission Policies ACOTE Standards A.1.4, A.3.1 and A.3.2

Program Pre-requisites: There are no courses that are prerequisite to begin the program for cohort beginning fall of 2022 or 2023.

Students who apply to the OTA Program must attend an Information Session prior to submission of application. A certificate of attendance will be given after the Information Session, which should be attached to the application packet.

All required documentation must be submitted in full to Enrollment Services during the open application period.

Admission criteria:

Option #1

1. **Score of 275 or higher on the Accuplacer Next Gen (or 81 on the Classic Accuplacer) Arithmetic portion** of the Accuplacer within the past 2 years
OR score of 22 or higher on the mathematics subject area of the ACT test taken within the past 5 years
OR Anoka Technical College MATH 0801 with a grade of “B” or better within the past 2 years
2. **Score of 250 or higher on the Accuplacer Next Gen (or 78 on the Classic Accuplacer) Reading Comprehension portion** of the Accuplacer within the past 5 years
OR score of 21 or higher on the reading subject area of the ACT test taken within the past 5 years
OR Anoka Technical College READ 0900 with a grade of “C” or better within the past 2 years
3. A score of 65% or higher on the Test of Essential Academic Skills for Allied Health, (ATI-TEAS). There is a cost associated with the test. It is the responsibility of the applicant to pay this fee.
4. Submit Certificate of Attendance from Information Session.

Option #2: Students who have a bachelor's or master's degree

1. Submit a transcript (unofficial) of bachelor's or master's degree. (See Guideline for more details). Degree must be completed with degree prior to submission of application. An official transcript will be required once formally accepted into the program.
2. Submit Certificate of Attendance from Information Session.
3. The Accuplacer assessment or the ATI-TEAS are not required.

OTA Program Application Guidelines:

All required documents must be submitted as an entire package; the Enrollment Services Department will accept them via email as a PDF file at enrollmentservices@anokatech.edu. All students who meet the admission requirements can apply to the program. Qualified application packets will first be accepted on December 5, 2022, between 9am-4pm (in order received via timestamp) for the cohort starting Fall 2023. Qualified application packets will continue to be accepted until there are 30 applicants. If there are more than 30 qualified applicant packets are received on December 5, 2022, all qualified applicant packets received that day will be placed into a lottery. If less than 30 qualified applicant packets have been received on December 5, 2022, all qualified applicant packets received that day will be accepted. If there are remaining seats open after December 5, 2022, and more qualified applicant packets are received than seats available, a lottery will determine accepted applicants. After 30 qualified applicants are accepted, the remaining applicants will be placed on a "temporary wait list." Upon submission of a complete applicant packet, applicants will be notified within 10 business days via email, if they have a seat in the program or have been added to the wait list. Qualified application packets will continue to be accepted after the cohort is full, however, these applicants will continue to be placed on a "temporary wait list" in the order received. Applicants on the "temporary wait list" will be accepted into the program if a seat becomes available for the current cohort only. "Temporary wait list" applicants will be notified via email/phone call and will have 48 hours to accept their seat. If no response is received within 48 business hours, the next person will move up on the wait list and the applicant who did not respond will move to the bottom of the "temporary wait list". There will be a deadline date described in the correspondence by which the applicant must officially accept their seat, attend program orientation**, complete college orientation and register for courses for the fall semester or potentially forfeit their seat. **If a student (accepted or on wait list) has a hold on their account for financial or any other reason, they will be removed from either list, and will also be reordered at the bottom of the wait list for current year.**

****Students accepted to the program and those on the "temporary wait list" will need to attend a mandatory OTA Program orientation on Thursday, April 6, 2023, from 3:00-5:30 in room #126 (or other venue if required).**

Applicants must register for classes by May 5, 2023, for fall courses or will move to the bottom of the "temporary wait list."

Students accepted into the OTA program will need to access internet services via a computer with a camera and microphone for completion of any online or hybrid courses (General Education or OTA Program). Internet, software, and computer access and training are available on campus free of charge. Students will be able to demonstrate the ability to utilize the online platform D2L Brightspace as evidenced by assignment submission, accessing content and taking exams/quizzes within the first week of the OTA Program. Exams or quizzes may be proctored electronically.

Further procedures: In the event that 30 qualified applications are not received by March 31, 2023 of the academic year, the following policies will be in place. The OTA Program in collaboration with Enrollment Services will determine which of the following will be set into place. Information will be posted on the OTA webpage as to dates to notify potential applicants.

1. Host an additional Information Session.
2. Work with Testing Services Department to add needed assessments prior to new application deadline.
3. Qualified applicants will be accepted in the order received until 30 qualified applicants are accepted.
4. If the amount of qualified applications exceeds the seats available, applicants will be accepted in the order received.

5. Any remaining qualified applicants will be placed on the “temporary wait list” in the order received until the OTA Program Orientation date. These applicants will be invited to attend mandatory OTA Program orientation. If they attend, they will remain on the “temporary wait list.” If they do not attend, they will be moved to the end of the “temporary wait list,” and the next applicant on the list will be moved up.
6. “Temporary wait list” is maintained for the current cohort only. Applicants who are on the “temporary wait list” and do not gain admission for the current cohort, must reapply to the program the next year. Applicants do not need to come to another Information Session, nor retest (unless scores have expired). Applicants should note the date of attendance for Information Session on the OTA Application. A cross reference on the attendance records will verify Information Session attendance.

Policy related to Orientation:

All students will attend OTA Program Orientation prior to starting the program.

Procedures:

1. In the event that one of the 30 accepted applicants does not attend mandatory OTA Program Orientation, drops from the program prior to the start or does not show up the first week of class, the first person on the list will receive a phone call and email from Enrollment Services.
2. The applicant will have 48 hours to respond positively that they will join the program cohort.
3. If the first applicant does not respond within 48 hours (end of two business days), the next applicant on the list will be notified. This process will continue until the list is exhausted. If the list of students moves beyond the “temporary wait list” who attended Program Orientation, any student who did not attend mandatory OTA Program Orientation will be required to meet with the Program Director prior to beginning the program. Dates and times will be determined by the Program Director. If this is not completed, the applicant will be dropped from the list.
4. If further applicants are needed, the process will be repeated until the applicant list for the current cohort is exhausted.

No exceptions to the requirements are allowed. At least five Information Sessions are scheduled each year. Assessment opportunities are available every week. Proper planning, time management and self-initiation are a part of the application process and are essential skills to the role of the occupational therapy assistant.

All applicants are encouraged to talk with the OTA Program Director or Enrollment Service professionals if there are questions about this process.

**Policy for Transfer of Credit/Prior Learning Credits/Advanced Placement/Experiential Learning
ACOTE Standard A.3.3**

Policy:

1. The Occupational Therapy Assistant Program will accept transfer credits in accordance with current college policies related to general and technical education coursework. Current college policy is located at: <https://www.anokatech.edu/AboutATC/PoliciesProcedures/Policy-3-17>.
2. The OTA Program will review any OTA course work from other accredited OTA Programs on a case by case basis.
3. All students applying for a transfer into the OTA Program must take appropriate admission assessments and meet cut scores prior to transfer process.
4. The OTA Program will not accept credit for work experience or experiential learning unrelated to the OTA curriculum standards and curriculum design.

5. Students transferring to Anoka Technical College (ATC) OTA Program must complete a residency requirement of one third of their credits at ATC. (For the OTA Program that would be at least 18 credits, which does not count any fieldwork rotations nor general education coursework)
6. Students must be in good standing from their previous college.
7. Student's OTA coursework grades must be equivalent to an 80% or higher to transfer.
8. Students must have equivalent credit hours from previous OTA Program to coursework in ATC's OTA Program
9. The OTA Program also follows college policy related to credit for prior learning policy 3.17 if the above policies need further clarification or do not address the student request. This is located at <https://www.anokatech.edu/en/AboutATC/PoliciesProcedures/Policy-3-17>

Procedures:

1. Students will complete appropriate admission assessments. Scores must meet current cut scores prior to any transfer evaluation in the OTA Program.
2. Students who wish to have transcripts reviewed by the college must be a current student at the college. The Records Office will review General Education and some technical credits. A petition can be used to appeal a decision. Transfer of credits should be completed **prior to the end** of the first semester.
3. Transfer credits are only accepted with a letter grade of "C" or higher. The student must meet Graduation requirements of the program with a "C" or better for HLTH 1005 Anatomy and Physiology (or equivalent course) and an average of 2.0 GPA or better for the remaining required General Education courses.
 - a. If an appeal is made regarding a General Education course, the Program Director will review and if unable to determine will defer to the expertise of the General Education Faculty to review the appeal. A syllabus and calendar must be provided to ensure the course meets the current course equivalency.
4. Students who want to transfer credits from another OTA Program must supply the following documentation to the OTA Program **at the beginning of one semester prior to the start of the program**. (Example: If a student wants to start in the fall semester, the student will submit documentation in January of the same year).
 - a. Current official transcript
 - b. All course syllabi (this should include a list the Accreditation Council on Occupational Therapy Education (ACOTE) Standard # for all the course objectives)
 - c. Letter from the Program Director stating student is leaving in good standing (on college letterhead)
 - d. Previous OTA Program Curriculum Design
5. Faculty members of the OTA Program will review documentation to ensure accrediting standards are met and make recommendations to the potential student for placement within the curriculum.
6. Students may be required to complete an exam and/or skills check off to ensure knowledge/skills content to be considered for Advanced Placement into the curriculum. All previous coursework must be completed (or equivalent) prior to placement.
7. Students will be notified if acceptance is granted and what requirements must be met, prior to the end of the semester when documentation is provided.
8. Faculty members of the OTA Program will defer to the College policy for Credit for Prior Learning if the above procedures do not apply to the student request.

**PROGRAM ADVISING POLICY
ACOTE STANDARD A.3.7**

Policy: Students will take responsibility for appropriate and timely advisement to resolving academic difficulties including registration for coursework, transferring of coursework, graduation requirements, financial difficulties, fieldwork, and program progression. Students will participate in Professional Attributes meetings once a semester.

Procedures:

1. Students will refer questions or concerns about coursework to the immediate instructor of the course in a timely fashion.
2. Students will be assigned a Faculty Advisor and will be made aware of Advisor during the few weeks of the program. A list of Advisors is posted on faculty doors, classroom/lab and within eServices.
3. During Professional Attributes meetings each semester, faculty will make meeting times available for students for formal advising and consulting. Faculty will keep a record of appointments on an Advising Record Form for each student advisee and will store in the student files.
4. Students can make individual appointments with faculty or Program Director (when faculty are available) if necessary. A start and end time will be set.
5. If there are Program concerns, students will contact the Program Director and set an appointment to discuss a specific topic.
6. If financial concerns exist, a student may reach out to program faculty, the OTA Program Director or the college counselor.
7. The Program Director will discuss registration and provide a list of courses in which to register prior to the registration date opening. A document will also be provided to students either in hard-copy or electronically for registration information, courses, and textbooks/required materials.
8. The Academic Fieldwork Coordinator or fieldwork course faculty member will follow-up with any advisement required with students or a Fieldwork Educator.

**OTA PROGRAM COURSE RETENTION/PROGRESSION/COMPLETION POLICY
ACOTE STANDARD A.1.4, A.3.4, A.3.5, A.4.6 AND A.4.7**

Policy: Students enrolled in the OTA Program will meet the following criteria in order to maintain placement (retention) in the program including Satisfactory Academic Progress within the college.

Criteria:

1. Full time enrollment in all coursework per semester guide. The OTA program is completed in two years. The program does not offer a part-time option.
 - a. Attendance and punctuality are required
 - b. Outside commitments will not interfere with coursework. Should other commitments interfere with attendance, (being in class **on-time** either in-person when scheduled or live online), and/or completion of assignments by due date and time, will result in a discussion with faculty as well as a potential Growth Plan or Probationary status.
2. Successful retention and completion for graduation from the Occupational Therapy Assistant Program will include a grade of C/80% or higher in each of the following: HLTH 1005, and each COTA course) and 2.0 average or greater in required PSYC, SPCH and ENGL courses. Students will maintain a "C/80%" or higher grade in each of the COTA courses based on the OTA grading scale. 100-94%=A; 93-87%=B; 86-80%=C; 79 to 74%=D; 73% or less=-F
 - a. If the student receives a "D, F, or W" in any course with the COTA prefix, then the student would need re-enroll the following year when the course is offered again with the Program Director's written permission.
 - b. The student is not allowed to progress in the program (in the COTA course sequence or to the next semester) until the (D, F, or W) course is retaken.
 - c. A student is allowed to retake a "COTA" course one time. If on the second attempt the student receives a D, F, or W, they will be required to withdraw from the program without eligibility to re-enroll.
 - d. If the student withdraws from a course more than once and is not in good academic standing (passing the course with C or better, has two or more Growth Plans, or is on probation within the program, the student will not be allowed to continue in the program.

- e. If the student withdraws from two or more COTA courses due to failing grades in one or more courses, has two Growth Plans or is on probation within the program, the student will be dismissed from the OTA Program. Re-admission to the program would be on a probationary status and would require an appeal process.
 - f. Registration in the course/s would be based on seat availability. Course limits are 30 students for lecture and 15 per lab.
 - g. If a student receives a “D or F” in two or more courses with a COTA prefix within one semester, the student will not be allowed to retake the coursework and will be dismissed from the program.
 - h. Students will maintain Satisfactory Academic Progress within the college and will follow those procedures as noted in ATC Policy 2.7 located at <https://www.anokatech.edu/AboutATC/PoliciesProcedures/Policy27.aspx>
3. Students must complete all didactic coursework within 6 months prior to starting Level II Fieldwork (with exceptions for certain circumstances).
 4. Student must complete Level II Fieldwork rotations within 12 months of completion of didactic coursework (with exceptions for certain circumstances).
 5. Students who withdraw from a course for any reason, or withdraw from the program, must petition for inclusion in another cohort. If curriculum or accreditation standard changes are made during this time, the student is responsible to meet the requirements of the new curriculum, with exceptions for certain circumstances. After three years, a student may be required to pass a competency exam and/or demonstrate skills to ensure knowledge and skills are up to date.
 6. Students who receive two letters of probation during the program will be dismissed from the OTA Program.
 - a. A letter of Probation contract may be written based on failing grades or course, Professional Attributes, attendance, safety, or ethical concerns.
 - b. A letter of Probation will be written after two Growth Plans
 7. Students who need take a leave of absence due to medical circumstances must provide physician documentation indicating that the student is unable to continue with the program. Students returning from medical leave will provide the program with physician documentation they can return to the program and if there are any accommodations required to return. The student should work with the Office of Accessibility Services to coordinate any accommodations. When the student returns, placement will be made in a cohort where there is available space.
 8. Any appeals should follow the College appeal process (Policy for Student Rights)

This course progression policy 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.

GRADUATION REQUIREMENTS ACOTE STANDARD A.1.4/A.3.4/A.3.5/A.4.4/A.4.6

All students who meet satisfactory academic progress in all general education, OTA coursework and fieldwork (as noted in the Progression and Completion Policy) and meet the college graduation requirements will be eligible to graduate. Student must complete and pass all didactic COTA and HLTH 1005 with a “C/80%” or better, pass all fieldwork rotations and have an average 2.0 GPA or better in remaining General Education courses. The college graduation requirements can be found in the current ATC Student Handbook located on the ATC website at <https://www.anokatech.edu/en/AboutATC/PoliciesProcedures/Policy24> .

TUITION AND FEES
ACOTE STANDARD A.4.4

Tuition and fees are determined by the number of credits a student is taking per semester. Tuition and fees are set by the Board of Trustees for Minnesota State system and **are subject to change without notice**. Some OTA courses have fees. These fees can be located on the ATC/OTA website under the tab-Program Costs. These costs are subject to change without notice. Specific policies are followed regarding withdrawal, refunds, drop from course/s, dismissal which can be found in the ATC Student Handbook located on the ATC website. Questions regarding tuition, fees, financial aid can be directed to the Financial Aid offices located in the Main Administration Building or via email at finaid@anokatech.edu 763-576-7730.

CODE OF ETHICS/CONDUCT POLICY
ACOTE A.4.4

Policy: Students will abide by the profession's current AOTA Code of Ethics, the College Code of Conduct, Academic Honesty, and OTA Ethical/Conduct Standards.

ACADEMIC DISHONESTY

Academic dishonesty is defined as, but not limited to: Cheating on assignments and tests, plagiarism, taking photos of exams or quizzes, sharing, or keeping the image, collusion, providing information about a quiz, assignment or exam, and safety violations. These are serious offenses and undermine the educational process. Refer also to college wide student handbook regarding Student Code of Conduct Policy located on the ATC website.

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.

Procedure:

1. If there is academic dishonesty, the instructor will discuss the issue with the student and Program Director.
2. A letter/email (sent to official student ATC email address) will be written to inform the student of the infraction and the consequences.
3. This type of behavior in any part of the academic or fieldwork portions of the program shall be grounds for a minimum of a Growth Plan, maximum of awarding a grade of F and/or dismissal from the Occupational Therapy Program with no ability to reapply.
4. Students should refer to college wide handbook regarding their rights and due process in relation to academic dishonesty.

PROBATION, DEFERMENT AND DISMISSAL POLICY
ACOTE A.4.4

UNSATISFACTORY PERFORMANCE

The instructors in the OTA Program expect that students will be successful in completing assignments, exams, etc. at a minimum of a "C" (80%) or above based on OTA grading scale. Faculty members expect that students attend class regularly, punctuality, and expect that dress, attitude, and behavior are professional and appropriate for the classroom and fieldwork settings. If for any reason performance is unsatisfactory in any of these areas, the following steps will be taken to assist the student in understanding and correcting their performance.

Procedure:

1. Student will receive verbal information or an email from the instructor about the problem in a meeting outside of class.

2. The instructor will collaborate with the student on ways to solve the issue.
3. An Early Alert form will be sent to a Retention Specialist who will also contact the student.
4. If the problem continues, the instructor/student will write a Growth Plan, specifically outlining the problem, how it is impacting the student/class, and a timeline to eliminate the problem. The student will develop at least two goals on how they will actively solve the problem. Both the student and instructor will sign the form. The form will be placed in the student's file.
5. **If the student is unable to meet the goals, they will meet with the Program Director and a Letter of Probation may be completed.**
6. The student will be referred to the college counselor.
7. If the problem continues after the Letter of Probation or if another Letter of Probation is issued, the student will be dismissed from the program without the ability to reapply.
8. **Students who receive two letters of probation during the program will be dismissed from the OTA Program.**
 - a. A letter of Probation may be written based on failing grades or course, Professional Attributes, attendance, safety, or ethical concerns.

Student Academic Success Plan – please refer to the college wide student handbook for the steps involved in this procedure.

POLICY FOR STUDENT RIGHTS ACOTE STANDARD A.4.4

Policy: Students will have a formal process in which to grieve a decision or policy of the program.

Occasionally there are times when a student may have a complaint about a course, grade instructor or another student. In these cases, there are procedures in place to help resolve the problem.

If a student has a concern or complaint about a course, grade, policy, instructor, assignment, the student is first encouraged to speak to the instructor. If the student is not comfortable in speaking with the instructor, the student can speak with the Program Director. If the student is not comfortable speaking with the Program Director, the student has several options. Refer to the college wide student handbook for the specific steps involved in the **Student Complaint Process or Academic Grade Appeal**.

Procedure:

If a student has a specific complaint about a staff member, course content, grading, tuition and any other school policy or procedure. The preferred method is to discuss or provide information in writing with the person/faculty regarding any issue first.

If the student is unable to resolve their complaint following the above method, the college has a complaint process. The details can be found in the current ATC Student Handbook located on the ATC website.

The Academic Dean's Office keeps records of formal student complaints. The OTA Program faculty are responsible to record any verbal/written/electronic complaints as to nature of complaint, time, and results. These records are kept in the Program Director's office in a locked cabinet.

Please refer to the current ATC Student Handbook located on the ATC website regarding the following areas:

1. Student Due Process Procedures
2. Overall grades policy
3. Repeating courses
4. Incompletes

5. Student grade report/transcript procedure
6. Satisfactory academic progress policy
7. Appeals Policy
8. Student data collection, use and release procedures
9. Grievance policy for staff (nonacademic)
10. Student Complaint Process
11. Health related policy
12. Tobacco, alcohol, and drug policy
13. Gift policy

The Occupational Therapy Assistant Program at Anoka Technical College confers an Associate of Applied Science (AAS) degree. The OTA Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's phone number, C/O AOTA, is 301-652-AOTA, and its web address is www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure to practice occupational therapy; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

GRADING POLICY

Policy: Students in the OTA Program must complete all courses with a minimum grade of "C" (80%) according to OTA grading scale.

The OTA Program uses intrusive advising and the following policies related to satisfactory student progress and academic standing. In addition to the intrusive advising and the policies listed below, each course utilizes Desire to Learn (D2L) online learning platform. All grades are posted in the system, and it automatically always calculates students' current grade. Students are evaluated by exam approximately every 3-4 weeks, weekly or biweekly for quizzes and assignments depending on the course. **Course grades are not averaged up or down related to decemials.**

Procedure:

1. **ALL** OTA credits earned through the OTA degree must have grades of "A to C" (100%- 80%) except for fieldwork experiences. These are graded "S" or "U", satisfactory or unsatisfactory. If cumulative OTA GPA falls below 2.0, a student will be put on a probationary status for one semester until the cumulative GPA comes up to 2.0.
2. Students are also required to have a minimum of a 2.0 GPA in each OTA course and Anatomy and Physiology coursework completed to be assigned a Level II Fieldwork experience.
3. To graduate, students must also have a minimum of a 2.0 average for general education courses required for the program. (PSYC, ENGL, SPCH)
4. Specific grading policies are outlined on each course syllabus. 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

Note: Grades are maintained in D2L. Instructors do not alter earned grades. No rounding or curving of earned grades is allowed based on decimal points.

5. Each course will also have a weighted grading system determined by the instructor. For example, exams may be worth a higher percentage of the grade. Assignments may be worth a different weighting. See **sample** below:

50% Exams

25% Assignments

10% Quizzes

10% Attendance, Professional Attributes, or Technical Skills

5% Group Presentation

6. In addition to the OTA grading scale and category weighting, most coursework will be accompanied by a provided rubric point scale as determined by instructor.
7. Most assignments meet accreditation standards. Therefore, for students to demonstrate competency, all assignments meeting ACOTE standards must be completed. If an assignment is turned in late, the late assignment grading policy applies.

LATE ASSIGNMENT POLICY

Policy: Students will be responsible learners and will demonstrate professional attributes.

Procedure:

1. Assignments are due at the beginning of class or set time instructor states. Many assignments are due in D2L, so they are turned in electronically with a time stamp.
2. Electronic submissions are due regardless of class attendance.
3. **Assignments turned in late will not receive any points.** It is up to the discretion of the instructor whether the assignment gets feedback. Regardless of points garnered by the student, all assignments meeting accreditation standards must be turned in to demonstrate competency with the standard, **although points will be forfeited.** Failure to complete these assignments will result in a Growth Plan with enforceable due date and possible probation within the program.
4. Any variances from this policy will be stated specifically in the assignment rubric.

TECHNOLOGY IN THE CLASSROOM/PROGRAM POLICY

Policy: Students will be in active participants in the classroom and demonstrate professional attributes.

Students are welcome to use laptops or electronic devices in the classroom to take notes. Students are not permitted to record classroom lectures nor private meetings or take photos of assignments, quizzes, or exams.

Procedure:

1. **When a guest speaker is presenting to class all electronic technology must be put away.**
2. If a device becomes distracting to other classmates, the instructor may ask a student to not use the device.
3. All phones/text messaging should be turned off or silenced and kept in backpack or purse not on the tables/desk. If there is an **emergency**, please notify the instructor that there may be a call/text coming in and leave the room to answer it. This should not be a daily or frequent occurrence.
4. Should there be a problem with a device being used in class; a Growth Contract will be written.
5. Use of program iPads in lab or the classroom will be allowed for certain activities. All videos/photos will be deleted at the end of the year by instructors.
6. No program iPads will be allowed to be checked out with students. Instructors will bring iPads if needed.

7. No devices may be used to record lectures/classroom activities without permission from the instructor as well as classmates per Minnesota State policy of Intellectual Property.
8. No recording devices will be allowed without the consent of all parties involved. If a meeting recording is requested, all parties will agree to record or the meeting will not be recorded.
9. All meetings held with students will be attended by two or more faculty members or administrative representative.

ABSENCE AND ATTENDANCE POLICY

Policy: Students will be in active participants in the classroom and demonstrate professional attributes.

Successful completion of courses, labs and assignments is dependent upon many factors. One of the most important factors is the ability to be present in class both in mind and body. It is well known that students who are prepared are more likely to pass a course than someone who are not prepared or present. While illness, childcare or significant events happen in life, it is the policy of the OTA Program to not make judgements related to excused or unexcused absences. Preparation and access to resources (D2L or other) are expected professional attributes to be demonstrated by students.

One of the most cited problems for fieldwork educators and employers is professional behaviors, especially tardiness and absences. Professional attributes are a very serious and important part of the program. Students are expected to be on time for class and be ready for learning at the start of class time and stay until class is dismissed. Students who come in at the last minute, arrive late or leave early not only disrupt the class but the instructor as well. Most instructors have announcements at the beginning of class. If a student is late, the student will miss information.

Procedure:

If something necessitates an absence from class, the student will:

1. Call/email the instructor prior to class that they will not be either in-person or live on Zoom. Failure to notify the instructor of absence will result in forfeiture in active participation points for that day. **Notification of another student to pass on the information is not acceptable.**
2. If class/lab is scheduled to be in-person, the student must **attend** in-person. A Zoom option will not be arranged. **Any participation or assignment points would be forfeited by the student.**
3. Arrange to get handouts and refer to D2L course information.
4. Clarify with instructor any missed material or assignments via email or schedule appointment during office hours (Instructors will not re-teach material and class/lab activities are not always repeatable).
5. If a student presentation is missed due to **illness or** absence, the late last assignment policy and/or assignment rubric will dictate points. No arrangements for presentation makeup are allowed outside of class. The instructor and group members **must** be notified in advance and any written work **must** be turned in to the instructor prior to the absence for full credit of that portion of the assignment.
6. All exams must be completed due to competency measures. If an exam is missed, the student must notify the instructor at least 24 hours prior to the exam. The exam will need to be taken prior to the next class meeting and scheduled with the Testing Center outside of class time. Exams taken due to absence, will be scored one grade lower with exception of extreme cases at the discretion of the instructor. An instructor may use a parallel exam due to exam integrity issues. **Exams may be delivered via virtual proctoring with video and audio monitoring. See below for virtual proctoring settings and policies.**
7. Exams promptly begin at the scheduled time. If a student is not in their seat ready for the exam, the student can start when they arrive and are ready, but the time limit will not extend. Any pop quizzes or participation points will be forfeited if a student is not present and ready to begin at start of the assessment and/or class. If an exam is proctored virtually, student is responsible to log in at the start time of the exam. Failure to start the exam on time will result in loss of participation points for the entire class time.

8. If notification is not received within 24 hours to a presentation or an exam, a zero is given. Although, the exam will need to be taken to ensure competency. Strict adherence to this policy applies due to exam integrity issues.
9. Students who have missed **three days** for any reason within a semester will have a Growth Plan put in place. If the student is unable to meet the criteria outlined in the Growth Plan, the student will be placed on probation. If probationary guidelines are not met, the student will be dismissed from the program without the ability to re-enroll. Exceptions will be made on a case-by-case basis. Students missing three days or more due to illness, will submit a physician note to ensure the student is well enough to participate in class activities.
10. Students absent due to COVID-19 or the seasonal flu, must turn in a positive PCR test confirming the illness and a negative PCR test to return to class or physician note confirming condition.
11. Student who miss a class and/or lab activity will need to complete the activity outside of classroom time, on student's own time.
12. Students who are late to class more than twice in one course, students may get a written email from the instructor and/or Program Director. After two emails or a formal Growth Plan will be written. This includes being late to log into Zoom by class start time.
13. Absences on fieldwork must be made up in accordance with the facility and Academic Fieldwork Coordinator. There are no excused absences except for professional OT conferences.
14. All scheduled course changes will be noted on D2L. It is the student's responsibility to check D2L prior to coming to class for any changes.

Virtual testing proctoring policies/procedures:

- OTA courses have same settings for exams for each course
- Policies and settings will be published
- Students are not visually monitored during exams but are recorded. Settings will indicate any flagged behaviors
- Exams are given during class times unless otherwise noted. A set time to resume class, will be posted in D2L or established on the syllabus
- Quizzes versus exams might have different settings
 - One class in each cohort needs to set up a practice exam to test system before implementing in an exam
- If problems occur, students need to contact Proctorio through the gray shield on the Google browser. Proctorio staff can determine an issue and potentially reset the exam.
- Students can also contact the Help Desk immediately- although the Help Desk cannot problem solve an issue. Contacting the Help Desk does not mean that the exam will be given again, although this will be the discretion of the faculty if additional time is given or taken on a case-by-case basis.
- All normal exam policies apply, late, absence, Internet, or computer problems, etc., will result in one score lower than what is achieved.
- Any evidence of behaviors violating the settings will be considered an ethical violation and will follow program policy
- A blank sheet of paper will not be allowed or will have to be shown prior to exam on both sides.
 - White board within Proctorio was deemed not efficient method due to tablet use or not everyone having access.

OTA Program Minimum exam settings: set by faculty

Recording options

- Record video
- Record audio
- Record screen
- Record web traffic
- Scan at start- Will have to scan surrounding areas including table where computer is

Lockdown options (choose all of them):

- Force full screen
- Only one screen
- No new browser tabs can be open
- Close open tabs
- Disable printing
- Disable clipboard
- Block downloads
- Clear cache
- Disable right click
- Prevent Re-entry (Allow re-entry with agent)

Verification options:

- Verify video
- Verify audio
- Verify desktop
- Show ID (especially for first year students until we get to know their names and faces. They can video their ATC student ID or Driver's license up close as part of the room scan).
- If instructor wants verification, students will need to show hands/arms to camera to determine if things are written on them

Proctorio behavior settings:

- Choose custom
- Navigating away (top of the red)
- Browser resize (top of the red)
- Multi-face (top of the red)
- Keystrokes (bottom of the green)
- Audio levels (bottom of the green)
- Copy and Paste (top of the red)
- Head and eye movement (bottom of the green)

Other settings:

- Set timing for extra ten minutes to allow for problems, but still set time for exam to same time (1 minute per question + 5-minute leeway)
- Timed the same (1 minute per question if multiple choice)
- If open ended questions are on the exam, appropriate time will be added
- Instructors can set the settings stricter if indicated by exam. Notification of students prior to exam will be made in a D2L announcement.
- Instructors will monitor the recordings for any flagged violations, review the recording and take appropriate action.

Student procedures:

- Download the Chrome browser
- Download Proctorio extension add on
- Students will need to show ID in front of camera (not monitor) in the beginning of the program. Proctorio may deny if this is not done correctly. Students need to have photo of person and name for software to identify. Must have good lighting to show the ID card
- Students must always have headset/microphone and camera on
- Will need to log onto D2L to access Proctorio exam
- Cannot take breaks, leave the area, or have disturbances or **this will result in zero grade**

- Can't use phone/tablet for camera or to take exam
- Need to find place where students won't be disturbed as certain behaviors will trigger- leaving chair to or noises from pets or children
 - Each campus has test taking areas that would need to be reserved by the student prior to the exam date.
 - Can sit in parking lot if internet hot spot is needed
- If student is nervous about downloading the software, they can remove each time and install each time
- Internet speed needs to be consistent. If not, students can take the exam on campus. Limited spaces and can use any campus close to them. There are certain rooms for use. Reservations are required. Contact the Help Desk to set up reservations
- No IOS devices such as iPads or phones
- Class resumes at time indicated by instructors or on D2L.

CONFIDENTIALITY POLICY

Policy:

OTA students will ensure the confidentiality of all persons associated with the OTA Program including other students/classmates, fieldwork clients, fieldwork educators, and faculty follow the AOTA Code of Ethics as well as the OTA Professional Attributes.

Family Education Rights and Privacy Act (FERPA) Please see the ATC Student Handbook for details regarding this legislation.

Other Policies related to confidentiality:

1. Students who wish to release personal information such as a need for special accommodation or disability to fieldwork educator/site, must sign a written release. These are available from Disability Services.
2. If a student has negative Criminal background information resulting from a background check, the information released to a fieldwork site would be that there is a negative background. This will help a fieldwork site determine if a student is able to be placed at a fieldwork site. Since all criminal information is public knowledge, a fieldwork site has the right to refuse based on the offense committed.
3. Student Performance of Fieldwork evaluation copies must be made prior to turning them in. Once turned in, they will not be released for copies, nor will faculty make copies for students.
4. Students may not release any information on fellow classmates or faculty (such as name, phone #, email address) to any other source with exception of OTA faculty and OTA classmates. This includes information given to another person via written, verbal or through electronic means such as social media.
5. Students will not use names of clients on any documentation required for classwork from fieldwork but will use first initial.

STUDENT EQUIPMENT, SUPPLY USE POLICY/PROCEDURE INFECTION CONTROL POLICY/PROCEDURE ACOTE A.4.4

Policy: Students and faculty will receive instruction to utilize tools, supplies and equipment safely

Procedure/s for Use of equipment and supplies:

- Students are allowed to utilize supplies and equipment within the program. Instructors will notify what equipment or supplies can be used for specific projects.
- If the equipment being used involves training for safety purposes, the instructor will educate the class in proper use and procedures for safety.
- Students are only allowed to utilize these types of equipment under the direct supervision and with the permission of an instructor. Examples include specialty equipment, sewing machines, woodworking

equipment, die cut machines, wheelchairs, splinting pans or materials, kitchen, and laundry appliances. Students are not allowed to check out any of these above-mentioned pieces of equipment.

- If a student wishes to check out a minor piece of equipment such as a reacher, dressing stick, etc., a student will verify with an instructor prior to check out, will sign the equipment out on the appropriate form and will return the equipment within 24 hours or the next business day.
- Students will clean/disinfect the equipment prior to return using the appropriate method for type of equipment. Instruction on cleaning and disinfection takes place in COTA 1050 Clinical Conditions and COTA 1105.
- Students will have instructor verify return by initialing the sign in on the example sheet below. Each lab will have a document for check out posted on the wall.
- Students are not allowed to check out formal assessments but can use within the classroom/lab during normal business hours after approval is received from the instructor of the course.

Student Name/Signature	Date taken	Equipment	Sign in/Instructor confirmation

Policy for Infection Control:

All OTA students will be aware of and competent in carrying out Infection Control and Prevention techniques and procedures for persons, environment, and equipment.

Procedures:

1. Students in courses COTA 1050 Clinical Conditions and COTA 1105 Therapeutic Applications will complete the following five courses on infection control through the World Health Organization by Week 4.
2. Students will create an account and will submit the certificate of completion into D2L. Students will score 70% or better on the post-test. Students can complete as often as needed to pass the post-test. Students can download or print/scan the certificate, which can be found in the "Certificates" tab.
3. Students will pass a handwashing competency in COTA 1105.
4. Students will sign the Infection Control Policy form located in the OTA Student Handbook at the conclusion of week 4 in COTA 1105. These forms will be housed in the respective student files.

Infection Control Policy agreement form:

I have completed self-paced WHO courses on Infection Control and turned in the respective certificates of completion. I have had all questions answered, understand the content, and will take precautions to keep myself, others in the OTA Program and the environment clean and disinfected.

_____ (Name of student) _____ (Date of completion)

Student has passed the Handwashing competency.

_____ (Name of student) _____ (Date of completion)

_____ (Signature of Faculty member completing the competency)

ATC EMERGENCY RESPONSE PLAN
ACOTE Standard A.4.4

The following link is for the Anoka Technical College's Emergency Response Plan which can be located on the ATC website. <https://www.anokatech.edu/-/media/Files/New-Web-Site-Files/About-Us/Safety-and-Security/ATC-EOP-2018-Final.ashx?la=en&hash=27F33302AA853161EBFCF8301672F6C95A8E9B5B>

PROFESSIONAL PRESENCE/DRESS POLICY

Policy: Students will demonstrate professional attributes.

To present oneself professionally, a student should keep in mind that what is worn and how you present yourself can be the first impression for a client or future employer. The aim of a dress code policy is to help students understand how an OTA should present themselves as they work in the field. The following dress code was designed and approved by the OTA Advisory Board considering many of the work setting dress codes. While it is understood that fieldwork settings will vary, the expectation is that this dress code policy is followed despite what is expected at fieldwork sites.

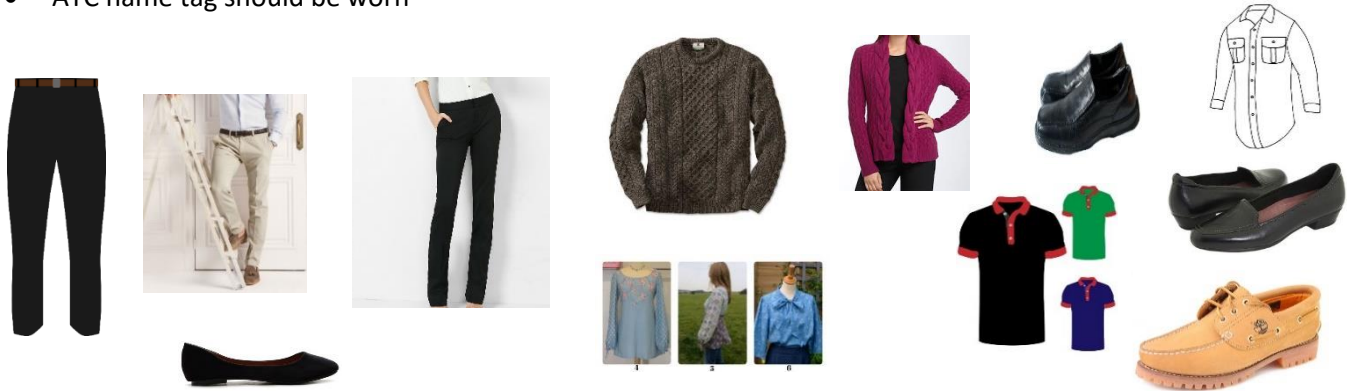
Procedure:

1. While each practice setting dress is different, this **dress code policy applies to in-class activities such as individual and group presentations, and guest speakers; off campus activities such as observations, fieldtrips, and fieldwork.**
2. Bear in mind that **general classroom attire** should not be distracting to others and should also project a professional image. This includes shirts with sleeves, pants, shorts at knee length or no more than 2" above knee. No body parts should be observed while bending and reaching. Shoes should have a back and closed toe. Clothing also should not have logos or sayings that could be offensive to others. Remember, instructors may have class activities not on the schedule so wearing appropriate clothing always is best practice.
3. Scrubs will be expected for all lab courses. They can be purchased in the ATC Bookstore and must be the same color and style as noted in the bookstore for the OTA Program. An undershirt/camisole or long-sleeved shirt or plain colored lab coat can be worn to keep warm.
4. The campus instructor or fieldwork educator reserves the right to send a student home or ask them to change for inappropriate appearance.
5. If a student does not follow the dress code policy, they will receive verbal warning.
6. If the student has a second issue with dress code policy, they will meet with the instructor and/or Program Director to write a Growth Plan.
7. If the issue continues, the student may be placed on Probation and/or dismissed from the program.

The following is a list of expectations for **professional dress** on the above noted events (in bold). Some examples are pictured below:

- Business casual slacks (not slim fit pants, dress leggings or jeggings) such as boot-cut in a solid neutral color that reach below the ankle. All lower body dress should cover the entire leg to below the ankle, but not drag on the floor.
- Short (at least 3" sleeve) or long-sleeved shirt pull-over or buttoned or sweater. All the items should cover skin/body parts when reaching or bending.
- Closed toe shoes with non-skid soles and **socks over the ankle** must be worn and in good repair. Shoes should be less than 1" heel and should be safe to transfer a client. Athletic shoes and appropriate socks should be worn for labs as well as fieldwork (if approved by fieldwork site dress code)
- Undergarments must be worn and not be visible when bending or reaching
- Students should be well groomed without scents such as deodorant, perfume, cologne, or smell of smoke
- Hair should reflect normal coloring, tied back if needed; facial hair neat and trimmed
- Make up should be modest; nails neat and trimmed

- Body piercings should be removed or use of nude color coverings can be used; all tattoos covered
- ATC name tag should be worn



Other College/Classroom/Lab Policies

Policy: Students will display Professional Attributes and self-responsibility with optimum learning environment for all

Tobacco/Pets/Children:

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.

1. 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
2. Pets: With the exception of service animals required to assist with disabilities, animals are not allowed on campus.
3. Children: 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.**

Classroom policy/procedures:

1. 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. Students may not use silverware or utensils in the kitchen lab.
2. **The ADL Kitchen Lab is used for educational purposes and not for student's personal use. There is one microwave and a small refrigerator located in room 126. Students are responsible for upkeep and removing any food from the refrigerator. At the end of the week, all food left in the refrigerator will be thrown out- containers and all. These are to be used at the student's own risk. Microwave ovens, vending machines, and food service is available in the college's student center. In addition to this, there are numerous fast-food restaurants in the area. Any abuse of this policy will enforce the Occupational Therapy department to stop eating and drinking in the classroom. Only snacks and drinks are permitted. Meals are to be eaten in the student cafeteria or hallway tables.**
3. Respect each person here and their desire to learn.
4. Use constructive criticism or feedback without being defensive.
5. Follow instruction when directed and be helpful to those who may need assistance and clarification.
6. Always clean up after yourself and return things where they belong, pushing in chairs.
7. Be on time to classes and be ready to work.

8. During class, while the instructor or others are speaking, no separate conversations among people will take place.
9. Class will be dismissed by the instructor. Students will remain in class until the end of the class period.
10. Other classroom etiquette may be set up by each instructor.

CRIMINAL BACKGROUND AND FINGERPRINTING

Policy: All students will comply with policies and procedures regarding legal requirements in order to participate in fieldwork, fieldtrips, job shadows or other college related activities. This includes a Criminal Background and fingerprinting, and any other requirements as stated by the State of Minnesota, Anoka Technical College, OTA Program, Accreditation Council on Occupational Therapy, job shadow, fieldwork, or community sites.

Background information: Students with a history of misdemeanor or felony involving moral turpitude may not be eligible to participate in job shadows, fieldtrips and/or fieldwork, state licensure or national certification. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Procedure:

1. All students will be required to participate in a background student each year of the program. The cost is covered either by a course fee or differential tuition. Fingerprinting costs are not covered. Results are sent to the student as well as Anoka Technical College.
2. If there are additional background checks required for fieldwork, all costs will be incurred by the student.
3. Students must disclose any criminal background issues that may occur in after the background check has been completed. Many fieldwork sites complete their own background check. If negative background information is discovered by the fieldwork site on the background check that has not been disclosed to the program, the student will not be placed for fieldwork at that site. A delay in releasing information could cause extra expense and time to complete the program and graduate.
4. If there is negative information in a background check, a fieldwork site has the prerogative to accept the student. If the site does not accept the student, **one** more attempt to place the student for fieldwork will be made. If the student is not accepted at the site, no more attempts will be made, and the student should withdraw from the program.
5. **Students who have negative background information are responsible for checking with the State of Minnesota or other state in which they want to work and NBCOT to determine if they are eligible for licensure and/or certification.** Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure to practice occupational therapy; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Other Information:

1. Students will comply with fingerprinting requirements as discussed at Orientation. Students will receive a handout about the procedure as well as locations and additions costs.

**MINNESOTA DEPARTMENT OF HEALTH LICENSED FACILITIES
SUPPLEMENTAL NURSING SERVICES AGENCIES, EDUCATIONAL PROGRAMS, TEMPORARY EMPLOYMENT
AGENCIES, PROFESSIONAL SERVICES AGENCIES**

BACKGROUND STUDY PRIVACY NOTICE

Because the Minnesota Department of Human Services is requesting that you provide private information about yourself, the Minnesota Government Data Practices Act requires that you be informed of the following:

1. Purpose and intended use of the information: Minnesota Statutes, section 144.057, requires the Minnesota Department of Human Services (DHS) to conduct background studies on individuals who have direct contact with patients and residents in hospitals, boarding care homes, outpatient surgical centers, nursing homes, home care agencies, residential care homes, board and lodging establishments registered to provide supportive or health supervision services, individuals employed by supplemental nursing services agencies, and controlling persons of a supplemental nursing services agency; and all other employees in nursing homes. The background studies are to be completed according to the requirements in Minnesota Statutes, chapter 245C. The information requested will be used to perform a background study of you that will include at least a review of criminal conviction records held by the Minnesota Bureau of Criminal Apprehension and records of substantiated maltreatment of vulnerable adults and children. DHS may also later require you to submit additional information and/or your fingerprints if necessary to complete your background study. For all individuals who are subject to background studies by DHS, the corrections system will report new criminal convictions for disqualifying crimes to DHS. County agencies and the Minnesota Department of Health report substantiated findings of maltreatment of minors and vulnerable adults to DHS.
2. Whether you may refuse or are legally required to provide the information: Minnesota Statutes, chapter 245C, states that the individual who is the subject of a study must provide sufficient information to ensure an accurate background study.
3. Known consequences that may arise from supplying the information: Individuals who have histories with the characteristics identified in Minnesota Statutes, chapter 245C, will be disqualified from positions allowing direct contact with (and, where applicable, access to) persons receiving services. Health-related licensing boards will make a determination whether to impose disciplinary or corrective action on individuals regulated by health-related licensing boards who have been determined to be responsible for substantiated maltreatment. Individuals who do not have disqualifying characteristics will not be disqualified.
4. Known consequences that will arise from refusing to supply the requested information: Only items identified as "optional" may be left blank. Refusal to provide the information necessary to ensure an accurate and complete background study will result in your disqualification and an order to the agency or facility to remove you from any position allowing direct contact with (and, where applicable, access to) persons receiving services.
5. Identification of other agencies or entities authorized to receive this information: The information you provide will be shared with the Minnesota Bureau of Criminal Apprehension. If DHS has reasonable cause to believe that other agencies may have information pertinent to a disqualification, the information may also be shared with county attorneys, county sheriffs, courts, county agencies, local police, the Federal Bureau of Investigation, the Office of the Attorney General, agencies with criminal record information systems in other states, and juvenile courts. Background study results may be shared with the Minnesota Department of Health, the Minnesota Department of Corrections, the Office of the Attorney General, non-licensed personal care provider organizations, and health-related licensing boards. If you have a disqualifying characteristic, the facility will be told only that you are disqualified and will not be told what caused your disqualification, unless you were disqualified for refusing to cooperate with the background study or for serious and/or recurring maltreatment of a minor or vulnerable adult. The information about you received as part of a background study is classified as private data and, except for the agencies noted, cannot be shared without your consent.
- 6a. If CURRENT background study results in a disqualification that is set aside upon reconsideration: If you are disqualified as a result your background study, and you request reconsideration and your disqualification is set aside for the program/agency that initiated the current background study, subsequent background studies initiated by other programs/agencies may result in the disqualification being set aside for other programs/agencies when the following criteria are met:
 1. While you are disqualified, you are not disqualified for an offense specified in section 245C.15, subdivision 1 or 2;
 2. the program that initiates the subsequent background study is licensed or regulated under the same provisions of law and rule as the program for which your disqualification was previously set aside;
 3. the commissioner has not received any new information to indicate that you may pose a risk of harm to any person served by the program; and
 4. the previous set aside was not limited to a specific person(s) receiving services.

If the above criteria are met, the notice of disqualification sent to the program/agency that initiates the subsequent background study will state that you are disqualified and will include the reason you are disqualified. It will also state that your disqualification has been set aside for their program/agency, and that upon request, and without your consent, information about the factors that were the basis for the decision to set aside your disqualification are available to them. (§245C.22, subd. 5)

6b. If a PREVIOUS background study resulted in disqualification that was set aside: If you were the subject of a previous background study which resulted in your disqualification, and your disqualification was set aside upon reconsideration, DHS will review the information in your record in connection with your current background study and determine whether the following criteria are met:

1. While you are disqualified, you are not disqualified for an offense specified in section 245C.15, subdivision 1 or 2;
2. the program that initiated the current background study is licensed or regulated under the same provisions of law and rule as the program for which your disqualification was previously set aside;
3. the commissioner has not received any new information to indicate that you may pose a risk of harm to any person served by the program; and
4. the previous set aside was not limited to a specific person(s) receiving services.

If the above criteria are met, the notice of disqualification sent to the program/agency that initiated the current background study will state that you are disqualified and will include the reason you are disqualified. It will also state that your disqualification has been set aside for their program/agency, and that upon request, and without your consent, information about the factors that were the basis for the decision to set aside your disqualification are available to them. (§245C.22, subd. 5)

07/2012

If there are updates to this policy, any updates supersede this policy.

Fieldwork Policies and Procedures

ACOTE Standards

Relationship to Curriculum Design: ACOTE Standard C.1.1

Fieldwork is an essential part of the OTA Program at ATC. It allows the student to observe and apply the knowledge gained in the classroom. Towards the end of the second and third semesters, each student will participate in one Level I Fieldwork experience and two-Level II Fieldwork Experiences during fourth semester. These experiences will be assigned from a wide variety of settings including outstate and local hospitals, extended care facilities, school districts, day treatment centers, residential facilities, and other community agencies. Level I Fieldwork may also be delivered via virtual means through simulation. After each fieldwork rotation (if the rotations were not simulated), there is a seminar where students and faculty collaborate and share experiences.

The Level I fieldwork experiences consist of two five-day rotations with two different settings for 5-6 day/32-40 hours each one in second semester and one in third semester. The first rotation focuses on the behavioral aspect of occupational therapy whereas the other focuses on traditional settings of OT. The first Level I Fieldwork experience (COTA 1290) is related to the coursework in the second semester. This allows students to learn the theory, from practice courses that relate to a **behavioral FW experience** such mental health and wellness across community settings with different ages and populations. The semester also focuses on specific skills and tools related to those populations. Coursework includes COTA 1260 Performance Skills and Applications, COTA 1155 Therapeutic Applications II, COTA 1270 Productive Aging/Geriatric Practice and COTA 1280 Mental Health and Wellness Practice. This fieldwork experience can be located in a behavioral setting or simulated through virtual means. Supervision is either provided on site by a number of qualified professionals such as an OT practitioner, Therapeutic Recreation/Activities staff, social worker, case manager or a faculty member. Students will meet with instructors at the end of the fieldwork rotation to discuss experiences.

In the third semester of the program, the second Level I fieldwork experience (COTA 2391) is completed in a simulated setting supervised by faculty members. This rotation is 5-6 days/32-40 hours in length. The experience is designed to be parallel with coursework/practice courses in the third semester to allow the student to apply classroom learning to experiences. The courses concurrent with this FW rotation are COTA 2330 Physical Rehabilitation Practice, COTA 2340 Children and Youth Practice, and COTA 2350 Community Practice. This fieldwork rotation is simulated through virtual means covering a variety of settings, ages and populations using telehealth as appropriate. Professional Seminar COTA 2310 is also concurrent with these courses. This course ties all previous learning together and prepares the student for Level II fieldwork, preparation for credentialing and future employment. Students meet with instructor/s at the end of the fieldwork rotation to discuss experiences.

The Level II fieldwork experiences (COTA 2411 and 2421) are generally two full time rotations for eight weeks each. The rotations take place in the fourth semester after all didactic coursework is successfully completed. One rotation is in a medical model setting and the other rotation in a community setting and can be delivered via telehealth. Medical settings are defined as a setting where a client could be living outside of their natural environment in a facility such as a hospital such as inpatient physical rehabilitation or mental health unit, outpatient clinic or home health with a medical focus, and/or skilled nursing facilities or transitional care units. The focus of treatment is on establish/restore, maintain and modification and can be with children and youth, adults, or elders with physical, developmental and/or psychosocial conditions. The definition of a community setting is any setting where the client seeks services, outside of the context where they live. These facilities could include outpatient settings (not a medical focus), schools, home health, early childhood intervention, memory care/Long Term Care facilities, and community settings- such as adult day settings. The focus of services can be related to any type of OT intervention such as create/promote, establish/restore, maintenance, modify or prevention. During each of the rotations. If a fieldwork site can meet both medical and community setting objectives, a student can complete 16 weeks at the site. Students can also complete fieldwork within a maximum of three settings provided the objectives of both rotations are met. Students will have hands-on practice or virtual experience with clients while working inter/intra-professionally. Students have weekly contact with instructors to facilitate learning and are supervised and evaluated on site by an OT practitioner with at

least one year of experience or a site supervisor in collaboration with an OT Practitioner/Faculty member. Students meet with faculty at the end of semester for discussion and processing of learning.

General OTA Program policies related to all fieldwork rotations (both Level I and II):

1. Limited out-of-state FW placements are available but out of the country fieldwork experiences will not be arranged. (C.1.15). Students wishing to complete FW out of state must talk to the AFWC one year prior to placement.
2. Students may be expected to travel up to 275 miles due to availability of fieldwork sites.
3. If a student would like to complete fieldwork near their hometown, one-year notice must be given to the AFWC. The AFWC will attempt to locate a placement close to their hometown, but there are no guarantees that this can be accomplished.
4. Students **should not** be contacting potential FW sites requesting to have a rotation. If students have an interest in a particular site, they can give information to the AFWC with the name of a facility and a contact person/email/phone. Placement will be at the discretion of the AFWC.
5. Students are not allowed to complete fieldwork experiences where they work.
6. 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.
7. The Level II fieldwork experiences must be completed within 12 months of completing the required academic Coursework unless special circumstances exist. (ACOTE standard A.4.7)
8. All required paperwork and documentation must be completed and uploaded into EXXAT at least one month prior to the start of Level I Fieldwork and 6 weeks prior to Level II rotations. This includes:
 - All Immunizations required (listed in EXXAT)
 - Receive a Mantoux test (a positive result requires a chest x-ray)
 - Complete a background study through the college (some sites also complete their own background study)
 - Other items as assigned
 - Secure a current CPR card for the Healthcare worker (Prior to Level I FW)
9. If any of immunizations/Mantoux or CPR certification lapse during fieldwork rotations, **students will** be removed from site until the requirements are met.
 - If the fieldwork site is unable to meet new timeline, students will be required to repeat the full rotation at a different time/site, based on availability of sites.
10. An individual who is disqualified from having direct patient contact because 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 and thus not allowed to graduate from the OTA Program.
11. Students who have negative information in their background study may not be able to complete fieldwork at certain sites. The site has the right to refuse a student for negative background information. If a site is unable to provide an experience, **one more** placement will be attempted.
12. Transportation to fieldwork facilities will be the responsibility of each student. Some of the facilities may be reached by public transportation.
13. Some fieldwork sites may require temporary re-location. It is the student's responsibility to pay for transportation, any relocation and housing costs.
14. Students are expected to be professional regarding their attitude, behavior, and appearance. The student will be required to get a college issued student picture I.D. card and carry professional liability insurance. Student professional liability insurance will be purchased by the college at the start of the second year of the program.
15. Trading of fieldwork sites with another student is not allowed.
16. Students are not allowed to complete fieldwork where they currently are employed or where a family member, friends/acquaintance works due to a conflict of interest.

How fieldwork site assignments are made:

1. Fieldwork assignments are made by the Academic Fieldwork Coordinator in collaboration with program faculty.
2. Determining factors for placement are site availability, site requirements and student needs.

3. If there are special requests for placement, a student must present this in writing to the AFWC at least one year ahead of the scheduled experience.
4. Due to the nature of fieldwork, students must be flexible and embrace all opportunities.

Student fieldwork policies/procedures related to Level I rotations:

1. Each student is expected to spend one week (32-40 hours) at each of their assigned fieldwork sites.
2. During this time, the student needs to display professional attributes and complete all assignments.
3. Attendance is crucial in this fieldwork experience.
4. **It is expected that ATC students will understand and adhere to the AOTA's Code of Ethics while participating in their Fieldwork Experiences.**
5. **Any full or partial day absences will be made up on the student's time. No fieldwork can be made up during class time.**
6. Students will maintain their records/paperwork in EXXAT data base.
7. Students will provide information requested by the AFWC when requested. Delays in getting information to the AFWC may result in delay in starting rotations.
8. Students will contact their fieldwork educator within 1 week of getting placements from AFWC to confirm start times, dress code, etc.
9. Students who do not pass one or both of their Level I rotations, will be required to complete another rotation/s, outside of scheduled course time, if a placement site can be found. Placements for repeated fieldwork are dependent upon many factors. This would delay Level II Fieldwork placement if a site is not procured prior to the start of Level II FW.
10. Students are responsible for the financial aspect of a repeated fieldwork experience.

**Fieldwork Site Selection
Standard C.1.2**

Fieldwork Policy: Above all, any fieldwork site must support and value the role of the Occupational Therapy Assistant. Most fieldwork sites are in Minnesota, specifically serving the community and the college mission.

Fieldwork sites are selected based on their ability to provide:

- Students with the needed experience noted in ACOTE Standard C.1.1
- Staff willing and credentialed to provide students the fieldwork experience
 - 1 year of experience as a currently registered and licensed as an OTR or COTA for Level II
 - Level I requirements for supervision include qualified professionals who can guide the student through learning and applying knowledge about the needs of client
- Current or new Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA)
 - The site must be able to provide current accreditation and certification status and updated in accordance ACOTE standards
- Site specific objectives

Procedure/s: The Academic Fieldwork Coordinator (AFWC) or program faculty will:

- Phone call/email to initiate contact with a potential site
- If possible, a site visit is made
- A review and introduction of the site's program and philosophy is made to ensure congruence with curriculum design, fieldwork model, philosophy of the program, themes of the program
- Ensure that the site understands and values the role of the OTA. AFWC works directly with FWE via phone/email or in person to promote and educate on the role and importance of the role of the OTA by providing resources dependent upon need

- A memorandum of understanding/memorandum of agreement (MOU or MOA) is initiated by OTA program faculty or the site, if they have their own
- The Dean's office Administrative Assistant initiates the MOU/MOA with the site and follows up on questions and timeline
- Once the MOU/MOA is signed, the Administrative Assistant keeps records of all Institutional Contacts (MOU/MOAs) in data base and sends an electronic copy to the program
- The program puts an electronic copy into EXXAT for proper tracking
- Site requirements are obtained through Human Resource Department of the site (or site administrator) and then are uploaded into EXXAT into site information
- The site will provide current copy of student objectives or will work with site to develop appropriate site objectives. The final copy will be uploaded into EXXAT in the site info. These are shared with the students once assignments are made
- Program updates all data for FW sites in comprehensive FW data base EXXAT and uploads copy of AOTA Data form in EXXAT
- Upon site assignment to students, data is shared with students (demographic and site requirements) via EXXAT. Students are asked to update any data from sites that is different from previous form in collaboration with FWE.

In addition, see also above: **How fieldwork site assignments are made:**

**Policy for Collaboration on FW Site Objectives
ACOTE Standard C.1.3**

Policy:

Academic and Fieldwork Educators collaborate about establishing site-specific objectives once the MOU/MOA is in place. This can be done via phone, email or in person. This information is documented in EXXAT for the student to view. Ensure that fieldwork objectives for all experiences include a psychosocial objective.

Procedure/s:

- Upon, the establishment of new fieldwork sites, the AFWC collaborates with the Fieldwork educator to establish objectives.
- Objectives with existing sites are filed in EXXAT and available for review when a student is assigned to a site to determine whether still appropriate.
 - There are times and settings where adjustments to objectives must be made depending on the complexity of the caseload, then AFWC must closely work with the Fieldwork educator to ensure the objectives meet entry level OTA competency
- A copy of each site's objectives is available for the student to review at the time they are assigned to the site.
- Level I FW objectives are developed by the OTA Program and sent in an electronic packet to FW educators. FW Educators are to review, call and clarify site-specific objective and appropriateness to their setting. Modification is made as needed.
- A Level II Fieldwork AOTA FWPE midterm is sent by Formstack to the Fieldwork Educator to verify the student is meeting competency at midterm
 - Emails are sent out at midterm and as needed throughout the semester to ensure the student is meeting objectives on the timeframes needed for successful completion.
- Students complete Check-ins on D2L to verify progress and are encouraged to reach out to AFWC to help if necessary.

- Collaboration with sites is completed throughout semester as needed to ensure sites have sufficient support from the college. Any student issues that interfere with successful fieldwork completion will be addressed in a timely manner. This could include phone, email, or site visit and/or Growth Plan as needed.
- A review of the site-specific objectives, outcomes and FWPE results is completed in collaboration with FWE, AFWC and student. Goals are set to enable the student to successfully complete the rotation.
- Each fieldwork experience will meet a psychosocial objective determined by the college and the site

Ratio of Fieldwork Educators to Students
ACOTE Standard C.1.4

Policy:

The OTA Program will ensure that the supervision of students on FW experiences meets the expectations of the experience as well as the site, in conjunction with the curriculum and fieldwork design.

Procedure/s:

- Level I and Level II experiences:
 - In collaboration with the site, the AFWC will verify the availability of FWEs and numbers of students the site can accommodate.
 - Upon determination of available FWEs and student numbers, the AFWC will verify that sufficient supervision can be made.
 - Upon completion of the FW rotation, students will be surveyed on their perception of supervision based on the Student Evaluation of the Fieldwork Experience (SEFWE) as well as the Fieldwork Satisfaction Survey. Trends and concerns will be summarized and addressed in the Program Evaluation Plan as they arise.
 - Follow up with each site will be made prior to assignment of students in subsequent rotations to verify the ratio of students to available FW Educators.

Sufficient Fieldwork Agreements
ACOTE Standard C.1.5

Policy:

Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.

Procedure/s:

- Level I and Level II experiences:
 - Fieldwork Coordinator will have adequate amount of site opportunities on the EXXAT database to place all students in timely manner to allow for the students to continue in their current cohort and graduate on time.
 - Experiences available will offer a variety of settings and populations to ensure diverse opportunities for students.

Level I and Level II Fieldwork Memorandum of Understanding (MOU)
Standard C.1.6

Standard: The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.

Policy: AFWC will initiate the memoranda of understanding with each site obtained for both level I and level II fieldwork experiences and follow the procedure listed below.

Procedure:

- A memorandum of understanding/memorandum of agreement (MOU or MOA) is initiated by OTA program faculty and or the site.
- The Dean's office Administrative Assistant initiates the MOU/MOA with the site and follows up on questions and timeline.
- Once the MOU/MOA is signed, the Administrative Assistant keeps records of all Institutional Contacts (MOU/MOAs) in data base and sends an electronic copy to the program.
- The program uploads the electronic copy into the EXXAT system for each clinical site.
- The EXXAT system tracks the expiration dates where the Fieldwork Coordinator tracks and ensures updated contracts are initiated and goes through the process above.

**Psychosocial and Social Factor Focus
ACOTE Standard C.1.7**

Policy:

Each student will participate in at least one fieldwork rotation with an emphasis on psychological/behavioral and social factors that influence engagement in occupation in accordance with the curriculum and fieldwork design.

Procedure/s:

1. Each student will register for COTA 1290 (Level I Fieldwork-Behavioral)
2. Level I FW COTA 1290 will be conducted in person at FW site or via simulated virtual means.

**Qualified Level I Fieldwork Supervisors
ACOTE Standard C.1.8**

Policy:

All OTA students will be supervised by qualified personnel who meet the criteria as outlined below.

Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed, or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists, therapeutic recreation specialist, program directors, activity and quality of life specialists and more

Criteria:

- Fieldwork Educator must have at least one year of experience as a professional
- Fieldwork Educator (if an OT practitioner) must be credentialed/licensed in the state where services are provided
- Fieldwork Educator must understand the role the OTA as evidenced by a signed agreement on file.
- Fieldwork Educators are provided with learning objectives, required assignments, performance evaluation, role of OTA as indicated and professional attributes (behaviors).

Procedure/s:

1. The Academic Fieldwork Coordinator (AFWC) will verify the names and titles of supervising personnel prior to the assignment of students. If they are qualified health care professionals who is willing and able to complete the needed supervision of the Level I student, the student assignment is made.
2. The AFWC will verify the OT practitioner credentials and experience prior to student assignment. An update in the EXXAT database will be completed as needed on new fieldwork educators.
3. If the Fieldwork Educator is not an OT practitioner, verification on credentials will be done, if indicated. These will be filed in the EXXAT system database under the site.
4. If the fieldwork educator is not an OT practitioner, the AFWC will educate the FWE as needed and have them sign an agreement indicating understanding of the role of an OTA in the setting.
5. The FWE will sign and return the acknowledge form and it is uploaded into EXXAT system under site information.

**Level I Fieldwork
ACOTE Standard C.1.9**

Policy:

All second and third semester students will participate in and pass Level I Fieldwork experiences within the curriculum design. Each fieldwork experience is designed to enhance the learning experience related to the semester in which it is taken and prepare students for level II experiences. Each fieldwork rotation has clearly defined objectives on the course syllabi. All students will either participate in both Level I Fieldwork rotations through in-person or faculty led/simulated or virtual means with comparable rigor.

Procedure/s:

1. Students will be advised to register for COTA 1290 in the second semester and COTA 2391 for the third semester.
2. The Academic Fieldwork Coordinator (AFWC)/Faculty will update course objectives in accordance with the curriculum design approved by the College Academic Affairs Standing Committee in collaboration with Fieldwork Educators, and Advisory Committee members.
3. The AFWC will verify and document that all Level I Fieldwork will be delivered in the same delivery method as approved by ACOTE Standard C.1.9.
4. COTA 2391 will be delivered via faculty led experiences in combination of virtual and simulated means.
5. The AFWC will ensure that fieldwork I facilities have a current Memorandum of Understanding.
6. The AFWC in collaboration with faculty will verify and document objectives that indicate Level I fieldwork experiences are comparable in rigor.

STANDARD: Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and includes mechanisms for formal evaluation of student performance. The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods and comparable in rigor:

- Simulated environments
- Standardized patients
- Faculty practice
- Faculty-led site visits
- Supervision by a fieldwork educator in a practice environment

Length of Level II Fieldwork ACOTE Standard C.1.10

Policy:

Students are expected to participate in two full-time 8-week rotations. The Level II fieldwork experience is expected to be for the same amount of time that the supervising therapist works. If part-time options are available and agreeable with the site/fieldwork educator, the student will fulfill time at least 50% or more of the full time equivalent (FTE) until the requirements are met. If a fieldwork site can meet both medical and community setting objectives, a student can complete all 16 weeks at the site. Objectives will indicate diverse experience to ensure student is meeting both medical and community requirements. Students can also complete fieldwork within a maximum of three settings provided the objectives of both rotations are met.

Procedure/s:

1. Students will be assigned 2 different fieldwork rotations for 8 weeks each working full-time (as indicated by sites FTE) during the 4th academic semester.
2. Students will be provided full-time hour requirements prior to starting fieldwork experience
 - a. It will be located in EXXAT if available or student will reach out to educator to discuss hours and report to AFWC
 - b. Changes in schedule are not to be made. The site determines hours and student will follow given schedule.
3. Students who require accommodations for part time Level II fieldwork must notify the Academic Fieldwork Coordinator (AFWC) at least two semesters prior to the start of the rotation to ensure a placement can be made.
4. Students will reach out to accessibility coach to ensure proper documentation is acquired. Sites can decline to follow accommodations if they are not within reasonable limits.
5. The AFWC will contact sites to see if a part-time option is available and that a qualified fieldwork educator/s is available.
6. Once the FW site, Fieldwork Educator (FWE) and AFWC agree, the AFWC will assign the student to the placement. The AFWC will educate the student on the hours/weeks required to meet the 8-week FTE.
 - a. For example, if a 50% FTE schedule is implemented, the total time to complete the rotation requirements would entail a 16-week commitment.
7. The student will contact the FWE and make arrangements for scheduling. The student will keep track of their time with a log and have the supervisor sign weekly to ensure adequate fieldwork time is met.
8. In the event of a weather cancelation for the college, students will not attend fieldwork for that day if in the area of the college. Students are expected to reach out to fieldwork supervisor as soon as the cancelation has occurred. Professional expectations are to be upheld during all communication.
9. In the event of a weather delay for the college, students will start FW at the same time the college opens. Students are expected to reach out to fieldwork educator as soon as the cancelation has occurred. Professional expectations are to be upheld during all communication.
10. **All full or partial day absences are expected to be made up within the rotation and must be coordinated with site supervisor and AFWC.**
11. The AFWC will verify and document if a site can meet objectives of both Level II rotations (A and B) and verify that the site has more than one practice area, a student then can complete both rotations at one site.
12. The AFWC will verify and document that a student completes Level II FW in no more than three different settings via records in the EXXAT system.

**Qualified Level II Fieldwork Supervisors
ACOTE Standard C.1.11**

Policy:

All Level II Fieldwork students are supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator.

Procedure/s:

1. Prior to student placement, the Academic Fieldwork Coordinator (AFWC) will verify the person/s who are supervising the student/s.
2. The AFWC will verify via phone, email, or in-person the OT practitioner has at least one year of experience from initial certification. The AFWC will also verify using the “Credential Lookup” on the MN State licensing (MN Department of Health) website and NBCOT certificate verification. If a site utilized is in another state, the practitioner will either submit their license and or procedures for verification with that particular state.
3. The AFWC will review all licenses with the state in which the fieldwork educator works and upload a copy into the EXXAT system with the Fieldwork Educator. The AFWC will note the verification/expiration date of license within the EXXAT system for future reference/verification.
4. In order to ensure OT Practitioners are adequately prepared, the AFWC will provide mentorship to FWE in the form of literature, verbal instruction (via phone, email or in person) as needed.
5. The OTA Program will offer continuing education every other year on topics pertinent to the role of a FWE for FWEs and anyone who would like to become a Fieldwork Educator.

**Evaluating the Effectiveness of Supervision
ACOTE Standard C.1.12**

Policy:

All fieldwork educators (FWEs) who provide supervision to students in the OTA Program will have the necessary resources needed to provide proper supervision. An evaluation of supervision will take place annually by the students indicated on the Student Evaluation of the Fieldwork, Educator Evaluation (last page) with input from the Academic Fieldwork Coordinator (AFWC).

Procedure/s:

1. Students/supervisors are encouraged to complete the Student-Supervisor Weekly Review Form to assess student status and to enable communication between supervisors and students.
2. Students respond to questions regarding supervision during online discussions and at fieldwork seminars. The AFWC will monitor and respond to the discussions to review for trends and concerns to address with FWEs.
3. Annually, the students will complete the Student Evaluation of the Fieldwork Experience (SEFWE) at the end of Level II FW rotations.
4. The Academic Fieldwork Coordinator (AFWC) will tabulate and summarize the data to review any concerns or trends in supervision. The data is used to feed the Program Evaluation Plan/Report in the area of “student satisfaction of the fieldwork experience”.
5. The AFWC will survey FWEs annually for any needed instruction or resources to increase competency in fieldwork supervision.
6. The AFWC will plan and conduct a workshop for all fieldwork educators every other year.

**Level II Fieldwork Supervision
ACOTE Standard C.1.13**

Policy:

Level II Fieldwork supervision will be appropriately supervised from direct to less direct based on the setting and population in order to develop entry-level competence by the end of the second Level II rotation.

Procedure/s:

1. The Academic Fieldwork Coordinator (AFWC) will review site-specific objectives and/or collaborate with sites to develop and refine them to ensure that adequate student supervision is appropriate for the setting, the severity of the client's condition and the ability of the student.
 - a. The objectives will be in the EXXAT system for student review prior to start of fieldwork.
2. The AFWC will mentor and educate FWEs as needed to ensure supervision is appropriate.
3. The faculty instructor of the Level II Experience will monitor D2L discussions related to supervision and will report any noted concerns to AFWC, so it can be addressed if needed.
4. When education and mentoring is necessary, the AFWC will document the interaction in the EXXAT system.
5. The AFWC will review all Student Evaluation of the Fieldwork Experience on an annual basis and prepare a summary of trends in supervision to provide further mentorship for FWEs.
6. The OTA Program will provide a biennial workshop for FWEs on topics related to fieldwork.

**Supervision of Level II Fieldwork Where no OT Services Exist
ACOTE Standard C.1.14**

Policy:

Students who complete Level II fieldwork experiences at site where there is no OT services will have at least 8 hours of supervision provided by an OTR or COTA (who is supervised by an OTR if providing billable services). Supervision will be provided by any of these methods: in-person, email, phone, text.

Procedures:

1. AFWC will discuss possible options available for fieldwork with potential sites where OT services do not exist.
2. If the site agrees with the options, specific supervision guidelines will be set up to meet site requirements and student need- a minimum of eight hours per week.
3. If the supervising OT practitioner is a COTA, who is providing OT services, the OTR and COTA must have at least three years of experience. Supervision of the COTA will be completed through the Faculty (who is an OTR) or an OTR who is licensed in the state of Minnesota.
4. The AFWC or OT practitioner will collaborate and work with a designated trained staff member on site to provide supervision when the practitioner is not on the premises.
5. The Student will document a log of supervision and hours and will be signed by the site supervisor and the student as well as the OT supervisor. This will be filed in the student folder.

**Evaluation of Student Performance on Level II Fieldwork
ACOTE Standard C.1.15**

Policy:

All Level II Fieldwork students will be evaluated on their performance using the AOTA Performance Evaluation via Formstack (AOTA's required system that delivers the electronic version of the Evaluation), completed by the fieldwork Educator/s who supervised the student. The Program will provide the Fieldwork Performance Evaluation. AFWC will send the Performance Evaluation via email sent via Formstack to the Fieldwork Educator as well as a separate email notifying them to look for form. The student will receive a P (pass) score for earning 91 points and above at final. The student will receive an F (no pass) score for earning 90 points and below. Refer to the course syllabi for more details.

Procedure/s:

1. AFWC sends AOTA Performance Evaluation via Formstack to Educator
2. The Fieldwork Educator completes the AOTA Performance Evaluation Form and it submits to the Formstack database.
3. The Academic Fieldwork Coordinator or Instructor for the course reviews the evaluation upon submission to ensure success.
4. AFWC reviews the site evaluation form, which is completed by the student.
5. The AFWC will prepare a summary report of the Performance evaluations by cohort to provide information for the Program Evaluation Report.

**Fieldwork Supervision Outside the U.S.
ACOTE Standard C.1.16**

Policy:

Anoka Technical College does not participate in fieldwork opportunities outside of the United States.

Other Level II Fieldwork Policies**Attendance**

Students are expected to participate in the FW experience the same their full-time supervising Fieldwork Educator for 8 weeks. Although a set number of hours is not specified, it is generally assumed full-time is equivalent to 32-40 hours per week. If a part-time option is used, the equivalent eight weeks for 5 days a week is calculated to meet the requirement. For example, if a student was on rotation 20 hours a week, they would need to complete 16 weeks of part time equivalent. See policy on Length of Level II FW for more details.

Students are expected to notify their fieldwork supervisor on –site as well as the AFWC if they will be late or miss a day. Students will need to make-up any missed hours at their fieldwork site. The student should be following the fieldwork site’s schedule of holidays but must meet equivalent of 40 days of full-time fieldwork. All absences will be made up in coordination with the site/Fieldwork Educator.

Participating in professionally related workshops like AOTA conference and other opportunities is acceptable as long as it is in line with the fieldwork site policies and has approval from the Fieldwork Educator and the Academic Fieldwork Coordinator. These activities should not exceed two days.

Fieldwork Performance Intervention

On occasion, it becomes necessary to terminate a fieldwork placement. This could occur for a variety of reasons and with a variety of consequences. In all cases, client, student, and staff safety is the primary concern. The fieldwork educator/s determine the score of the student using the AOTA Fieldwork Performance Evaluation. The following are procedures used to determine if a student does not pass the rotation and thus not pass the course.

1. The student could be terminated due to extraordinary circumstances such as: student extended illness; personal or family hardship; natural disaster; supervising therapist is no longer available, and no replacement is available; facility closes unexpectedly, etc.

Procedure: The student would receive an incomplete grade for that rotation and another fieldwork arrangement will be made within the current semester or the next semester pending availability of sites and faculty supervision. This may impact ability to graduate at the end of the fourth semester.

2. The Academic Fieldwork Coordinator (AFWC) receives notification from the Fieldwork Educator (FWE)/Supervisor that the student is demonstrating unprofessional behaviors, is not competent to perform assigned tasks, and/or is a safety risk to self, patients and/or staff.

Procedure: The FWE and AFWC counsel the student on corrective actions. A Growth Plan contract/plan of assistance (with reasonable timelines) are established to attempt to remediate/correct the issues. The FWE monitors student progress and provides formal (written) and informal feedback to the student and AFWC at established intervals.

If the student does not meet the expectations outlined by the specified timeline, the fieldwork placement will be terminated and the student will receive an “F” for placement and may be dismissed from the program depending on the type of problem.

The following are examples of reasons for immediate termination of placement, failure of the course, and removal from the OTA Program without the ability to return.

- a. Violation of patients’ rights, rights of others, AOTA Code of Ethics, etc.
 - b. Unprofessional behavior
 - c. Unsafe practice, risks to patient care
 - d. Substance abuse
 - e. Failure to complete any of specified requirements
 - f. Continued unsatisfactory performance
 - g. Excessive tardiness/no show/no communication with site supervisor and AFWC
 - h. A score below a “3” on items 1, 2 and 3 of Section 1 of the AOTA FWPE (Fundamentals of Practice)
3. Students who do not pass their first Level II rotation will meet with the Program Director and Academic Fieldwork Coordinator to determine future placement.
 4. Students will be required to complete another rotation the next available semester if a placement site can be found.
 5. Placements for repeated fieldwork are dependent upon many factors. This would delay graduation.
 6. Students are responsible for the financial aspect of a repeated fieldwork experience.

Testing

No tests/exams occur during the Fieldwork Experience.

***Academic Honesty**

The primary academic mission of ATC is the exploration and dissemination of knowledge. Academic honesty and integrity are integral to the academic process. Academic dishonesty—cheating, plagiarism and collusion—are serious offenses which undermine the education process and the learning experience for the entire college community.

It is expected that ATC students will understand and adhere to the concept of academic integrity and to the standards of conduct prescribed in the College’s Policy on Student Code of Conduct (Student Handbook). It is expected that students will assume responsibility for their work and that materials submitted in fulfillment of course, program, and college academic requirements must represent students’ own efforts. Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a failing grade for the entire semester.

It is expected that ATC students will understand and adhere to the AOTA’s Code of Ethics while participating in their Level 2 Fieldwork Experience. Failure to display professional behavior at the fieldwork site and to not follow the policies and procedures of the facility will be grounds for a failing grade for the Level 2 Fieldwork Experience.

***Special Accommodations:**

The goal of Anoka Technical College is to provide reasonable accommodations to students with a documented disability. Accommodations are designed to allow students to participate fully in the program of their choice. We are available to

help students with disabilities meet their educational needs. The Office on Disabilities is located in the Student Success Center and can be reached at 763-576-4069. If special accommodations are required for fieldwork experiences, the student must submit the accommodations and a release of information to the Academic Fieldwork Educator **one semester prior to the start of the fieldwork experience** in order to make placements and release information at an appropriate site that can meet the expectations of the FW experience as well as meet the accommodation. **Please see the OTA program's Academic Fieldwork Coordinator (AFWC) with questions as needed.**

APPENDIX

OF

FORMS

Anoka Technical College
Occupational Therapy Assistant Program
TECHNICAL STANDARDS FOR THE OTA STUDENT AND PRACTITIONER

During the course of education within this program, students will be expected to perform certain skills and work under certain conditions in order to meet the demands of a future career in occupational therapy. The demands or technical standards listed below are meant to help students understand the minimum required skills needed to be successful. Each of the skills are listed along with an actual task within the program including fieldwork.

It is the intent of ATC and the OTA Program to fully comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and other applicable statutes and laws to allow equal access to all. Minnesota State Policy Part 1 states: Minnesota State Colleges and Universities is committed to ensuring its programs, services and activities are accessible to individuals with disabilities, through its compliance with state and federal laws. The system recognizes that individuals with disabilities may need accommodations to have equally effective opportunities to participate in or benefit from the system's programs, services and activities.

Students will be asked to sign this form within the first week of classes that state they understand the criteria below and that they are able to meet the technical standards with or without accommodations. Students who have questions about the technical standards should meet with the OTA faculty and the Office of Disability Services at ATC.

Students with disabilities seeking accommodations should seek out assistance from Disability Services at Anoka Technical College. There are procedures/policies that are required. It is the **student's responsibility** to provide the Office on Disabilities with their course schedule prior to each semester start, thereby allowing time to make arrangements to provide requested accommodations. Make an appointment well before semester start to ensure accommodations can be arranged. Reasonable accommodations are defined as modifications or adjustments that allow individuals with disabilities to gain equal access and have equal opportunities to participate. In order to receive reasonable accommodations, one must work with the Disabilities Specialist and provide documentation of disability from a licensed professional in the area of specialty. ATC is not obligated to provide an accommodation that requires a substantial change in the curriculum or alteration of an essential element or function of the program or a particular course. Requests for accommodations should take place as soon as possible but at least 30 business days prior to the service needed. In the case of accommodations for fieldwork (FW), not all technical standards may be required, and all sites may not be able to provide certain accommodations. In this case, any accommodations required for fieldwork must be presented one semester ahead of the scheduled placement. Fieldwork placement is not guaranteed and may be limited if accommodations are not received in accordance with the timeline above.

I have read and understand this entire document. I have had questions answered by OTA Program Faculty and Disability Services. I am able to meet these Technical Standards with or without accommodations.

- I can meet these standards without accommodations.
- I can meet these standards with accommodations. I will submit accommodations as stated above.

Student signature

Date



STUDENT ACADEMIC SUCCESS/GROWTH PLAN

Prior to reviewing the Student Academic Success/Growth 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/Growth Plan: To be completed by the instructor and student. Students should list two measurable goals with a timeline in collaboration with faculty and/or other staff.

Student Signature _____

Improvement Date _____

Instructor Signature _____

Course Withdrawal Date _____



1355 West Highway 10
Anoka, MN 55303
AnokaTech.edu

Informal Student Complaint Form

This form is used when a student would like voice their issue or concern to the college, without the expectation of a formal action. All complaints should be filed by an individual student. Submit the form to the Dean of Student Affairs. The Dean will provide a copy of the complaint to the supervisor of the employee involved in the complaint, which will be shared with the employee.

Name: _____ Student ID: _____

Email Address: _____ Phone #: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Provide a summary of the complaint, include names, dates, locations, etc.
Attach additional pages if necessary.

Provide a description of any attempts to resolve the issue.

I declare that the information on this form and all supporting documentation is true, correct and complete to the best of my knowledge and belief.

Student Signature: _____ Date: _____

For assistance: Counselor (Student Success Center, Suite 190) 763-576-7860 or Success Coach 763-576-7710
Submit this form to: Office of the Dean of Student Affairs



Student Grievance Report Form

Student: Please route to the Counseling Office at Anoka Technical College

When a student believes a valid complaint should be registered against any member of the staff concerning nonacademic college operations, the following form should be used to initiate the procedure. For more information see Policy 2.9: Student Grievance.

Student Name _____ Student ID _____

Student Home Address _____

Home Phone _____ Cell/Work Phone _____

Describe your complaint as clearly as possible. Attach additional pages if necessary.

List any persons who may have knowledge of the complaint. (Please print)

Name _____ Phone Number _____

Name _____ Phone Number _____

Name _____ Phone Number _____

I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

Student Signature _____ Date _____

04/12

Anoka Technical College is an affirmative action, equal opportunity employer and educator, and a member of the Minnesota State Colleges and Universities system. This document is available in alternative formats to individuals with disabilities by calling (783) 576-4700, TTY: 7-1-1 or (800) 627-3529.



Image Release and Waiver

I hereby grant the Board of Trustees of the Minnesota State Colleges and Universities (“Minnesota State”) permission to reproduce my name, likeness, identity, voice, photographic image, videographic image, and oral or recorded statements (hereinafter “Recordings”) in any publication by Minnesota State intended for research, educational, promotional, fund-raising, or other related use, including webpages and web-based publications.

By signing this form, I waive and release Minnesota State and its officers, agents, and employees, from any claim or liability relating to the use of my name, likeness, identity, voice, photographic image, videographic image, and oral or recorded statements. I hereby waive any right that I may have to inspect or approve the finished Recordings. I understand that the Recordings and copyright will be the sole property of the Board of Trustees of the Minnesota State Colleges and Universities.

I acknowledge that Minnesota State will rely on this waiver and release in producing, broadcasting, and distributing materials containing my name, likeness, identity, voice, photographic image, videographic image or oral or recorded statements, and that I will receive no money or remuneration of any kind from Minnesota State related to this waiver and release or the materials covered by this waiver and release. I further consent to the public release of the Recordings for the above-stated purposes, pursuant to the consent provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. 1232 et seq., if applicable.

I acknowledge and represent that I am over the age of 18, have read this entire document, that I understand the contents, meaning, and impact of this waiver and release, and that I have signed it knowingly and voluntarily on behalf of myself and/or my minor children (if applicable).

Project/Event Name _____ Project/Event Date _____

Student Name _____

Address _____ Phone _____

City _____ State _____ Zip _____

Student Signature _____ Date _____

If under 18:

Parent/Guardian _____

Parent/Guardian Signature _____ Date _____

Consent for Release of Information

I, _____, hereby authorize Anoka Technical College to release and/or discuss my education records with: _____
(Relationship to student: _____)

The specific records covered by this release are (check all that apply):

- Information related to admission status and demographic information
- Information related to academic performance, class attendance and grades
- Information related to financial obligations and financial aid eligibility
- Information related to petitions or concerns (Exception to Policy, Academic Standards, Conduct)
- Other _____

I understand that the student records information about me listed above includes information which is classified as private under Minn. Stat. § 13.32 and the Federal Family Education Rights and Privacy Act. I understand that by signing this Consent for Release of Information form, I am authorizing Anoka Technical College to release to the persons named above and their representative's, information which would otherwise be private and not accessible to them. I understand that without my informed consent, Anoka Technical College cannot release the information described above because it is classified as private. I understand that when my education records are released to the persons named above and their representatives, Anoka Technical College has no control over the use of the records once they are released.

I understand that I am not legally obligated to provide this information and that I may revoke this consent at any time upon written notice. A photocopy of this authorization may be used in the same manner and with the same effect as the original documents. I am giving this consent freely and voluntarily and I understand the consequences of my giving this consent.

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 released to the party listed above.

Student Signature _____ Student ID _____ Date _____
Address _____ City _____ State _____ Zip _____

OFFICE USE ONLY: Entered in ISRS: _____



**Anoka Technical College
OTA Program Student Exit Survey**

Name:

Student ID:

Class of 20_____

Date:

Semester leaving ATC? _____ 1st _____ 2nd _____ 3rd _____ 4th

Please indicate why you are leaving the OTA Program

_____ Occupational Therapy was not for me

_____ I did not meet grade expectations needed to continue

_____ Family obligations

_____ Unable to meet the demands of the program/fieldwork

_____ Other (please explain) _____

_____ I would like to return to the OTA Program the following year (if there is cohort space available) or potentially another future year _____.

**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)
 2. all educational institutions to which I seek admission OR specific educational institutions (list on back)
 3. all organizations considering me 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.



Office of Records and Registration
 1355 West Highway 10
 Anoka, MN 55303
 Fax: 763-576 - 4756
 AnokaTech.edu

Transfer of Credit Application Form

In order for Anoka Technical College to review credits for transfer the student must submit an **official** copy of that transcript to Enrollment Services. If credits are from a MnSCU (Minnesota State College and University) institution, Anoka Technical College can retrieve your official transcript electronically.

Student Name: _____ Student ID: _____

Anoka Tech/E-Mail Address: _____ Program: _____

Transcript to be evaluated from: (name of college) _____

ATC Course Number	No. of Credits	Transcript Course number	No. of Credits	Earned Grade	Accepted	Denied	Comments

Additional Comments:

Student Signature _____ Date _____

Evaluator's Signature _____ Date _____

Office Use Only:

Credits input into student's DARS report on _____ by _____

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 Anoka Technical College is an affirmative action, equal opportunity employer and educator, and a member of the Minnesota State Colleges and Universities system.
 This document is available in alternative formats to individuals with disabilities by calling -763-576-4700, TTY: 7-1-1 or 800-627-3529.

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OCCUPATIONAL THERAPY ASSISTANT PROGRAM

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CORE OTA PROGRAM FACULTY

Program Director/Faculty

Barb Kloetzke, MS, COTA/L, CAPS

Academic Fieldwork Coordinator (AFWC)/Faculty

Julie Grivna, BS, COTA/L

Program Faculty/SOTA Club Advisor

Becky Johnson, BS, OTR/L

**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 reviewed the OTA Student Handbook. I have access to the handbook on the OTA webpage. 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

