

2018-2020

OCCUPATIONAL THERAPY ASSISTANT

Policy Manual

INDIANHILLS
COMMUNITY COLLEGE

Table of Contents:

Section One: Welcome	4
OTA Program Mission	5
OTA Program Philosophy	5
OTA Program Non-Discrimination Policy	5
OTA Beliefs about Learning	5
OTA Program Curriculum Design	6
OTA Core Course Outline	10
OTA Core Course Descriptions	13
OTA Program Facilities	16
Section Two: Safety	17
Clinical Experience	17
Criminal Background Check	18
Drug Screen Information	19
Classroom and Clinical Attendance Policy	24
Leave of Absence Policy	26
Dress Code	27
Physical Examination	27
Pregnancy Policy	28
Professional Conduct	28
Re-entry Policy	28
Transfer Credit Policy	29
Blood borne Pathogens & HIV Policy	29
Grades	33
Testing	35
Academic Honesty	36
Appeal of Final Grade	36
Counseling	37
Sexual Harassment	37
Placement Services	37
American Occupational Therapy Association	38
Section Three: Clinical Experience	39
Liability Information	39
Location of Fieldwork	39
Stipends	40
Health & Injury Incidents	40
Attendance Policy	40
Program Policy Agreement	43
Confidentiality Statement	44

Consent Form for Publicity	45
Student Laboratory Participation Agreement	46
Clinical Affiliation Responsibilities	47
Criminal Waiver	49
OTA Student Physical Abilities Requirements	50
OTA Student Physical Abilities Sign Off Form	51
Academic Integrity	52
Definition/Utilization of OTA	53
"Who to See"	54
Waivers (Medication)	55
Consent for Release of Information	55
Transportation Waiver	56
Drug Test of Minor	57

Welcome

Welcome to the Indian Hills Community College Occupational Therapy Assistant (OTA) program. The OTA program is seven terms (21 Months) in length. Upon successful completion of the program, the student will be awarded an Associate of Applied Sciences (AAS) Degree.

Indian Hill Community College is accredited by the Higher Learning Commission, member of the North Central Association and the State of Iowa's Department of Education. The Occupational Therapy Assistant program has been granted accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, located at: 4720 Montgomery Lane Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o is AOTA is: (301) 652-AOTA. Website: www.acoteonline.org . Graduates are eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). Website: www.nbcot.org. After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA).

***Please note: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or obtain a state license. An Early Determination process by NBCOT is available to assess eligibility for examination and practice.

The Occupational Therapy Assistant program is part of the Health Sciences Division. This division is led by the Executive Director of Career and Workforce Development and the Associate Dean of Health Sciences. The Occupational Therapy Assistant Program is led by a Program Director, who oversees the OTA instructor/OTA Fieldwork Coordinator.

The OTA Program Policy Manual is to serve as a guide for all students enrolled in the Occupational Therapy Assistant program. It is a supplement to the Indian Hills Community College Student Handbook and College Catalog. Consequently all policies and regulations from the handbook and catalog are to be observed in addition to those outlined in the following pages.

We welcome you and want you to know we are here to assist you in every way possible. It is a privilege to have each of you in the Occupational Therapy Assistant program.

Occupational Therapy Assistant Program Mission

The Occupational Therapy Assistant program mission supports changing students' lives, offering an environment support of each student, fostering acceptance, inclusion, and accessibility. We promote integrity in person and professional lives, grow relationships and develop teamwork through collaboration throughout the curriculum in the classroom, on fieldwork, and in the community.

Occupational Therapy Assistant Program Philosophy

The philosophy of the Occupational Therapy Assistant Program at Indian Hills Community College is consistent with the beliefs of the College and the published philosophy of the American Occupational Therapy Association. "Individuals have an innate need and right to engage in meaningful occupations throughout their lives" and each individual has a unique experience based on different contexts.

Non-Discrimination Policy

Non-Discrimination Policy: It is the policy of Indian Hills Community College not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion, and actual or potential parental, family, or marital status in its programs, activities, or employment practices as required by the Iowa Code §§216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with this policy, please contact Kristen Parks, Director of Human Resources/Equity Coordinator, 525 Grandview Ave, Ottumwa, IA 52501, 683-5108; Chris Bowser, Executive Dean, Student Services (students), 683-5159; Darlas Shockley, Executive Dean, Arts & Sciences (students with disabilities), 683-5174; U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312/730-1560, fax 312/730- 1576.

Beliefs About Learning

The average age of students enrolled in the OTA program is between 24-26 years of age. Over half of the students attend the program as a career change and most balance

family, work, and school. The program uses the Adult Learner Theory as a model to reference its curriculum design.

Adult learners bring life experiences, motivation, and a readiness to learn to the classroom. They tend to be self-directing, may be motivated by extrinsic forces and are generally task-oriented. Students are involved in designing and directing their learning in ways that are meaningful to them. Adult learners bring multiple perspectives to the classroom; diverse backgrounds, learning styles, experiences, and aspirations.

Curriculum Design:

The Curriculum Design content and program's beliefs about learning clearly demonstrate the rationale for courses offered, sequencing of courses, and evaluation strategies.

The program is organized so the learner follows a developmental progression, grounded in theories of the occupational therapy profession and education development with emphasis on critical knowledge, values, and behaviors sequentially introduced and mastered. The curriculum is designed to provide the graduate with the following competencies:

- **Demonstrate growth in personal and professional behaviors through on-going self-assessment and personal development plans which promote integrity, relationships, teamwork, and investigate lifelong learning.**
- **Demonstrate preparation to provide quality services in a variety of practice environments to promote regional economic advancement through traditional and innovative intervention for our communities.**
- **Demonstrate ability to deliver OT services at entry level competency under the supervision of an occupational therapist.**
- **Recognize importance of and demonstrate ability for effective use of occupations identified by the client/group/population for therapeutic intervention development and implementation; health promotions and disease prevention in the client context (culture, inclusion, tradition, and acceptance).**
- **Evaluate positive and adverse effects on occupational performance throughout the lifespan and demonstrates the ability to explore and use community resources to promote the occupational function of**

clients in least restrictive environments (acceptance, inclusion, and accessibility).

- **Demonstrate the values, attitudes, and behaviors congruent with OT philosophy, standards, and ethics.**
- **Recognize the importance of evidence in professional practice, and consistently seeks to improve therapeutic skills through professional development activities (inspiring learning, academic excellence, and student success.**
- **Appreciate and adapt to diverse and alternative cultures, processes, and ideas.**
- **Demonstrate intellectual growth in critical thinking.**

Major curricular threads embedded throughout the program curriculum. Examples include the following:

- **Learning professional behaviors in the classroom** with the establishment of a “Template for Excellence” creating an environment for civility for all that can be carried into the work place
- **Exposure to a variety of healthcare professionals in the classroom, in fieldwork, in professional organizations, and in the community.** Examples include collaborative case studies and projects with OTD students at a university, student involvement in IHCC OTA advisory board, student organization leadership opportunities and club activities, Iowa OT Association Executive Board participation and fieldwork opportunities in traditional and non-traditional settings.
- **Experiential learning in the classroom, lab, fieldwork, and in service to develop competency, use of occupations throughout the lifespan in diverse environments.** Multiple readings, labs, and discussions throughout all the courses all work toward competency. Students are exposed to the Entrepreneur/Small Business department at the college and to therapists in emerging practices to support regional economic development. These include examples such as hippotherapy, low vision, service dog training, driving, assistive technology, and pressure mapping.
- **Understand and embrace OT philosophy, standards, and ethics** through study and practical applications, and exercises in coursework, lab, and

on fieldwork. Students are exposed to AOTA resources discussing workplace and fieldwork ethics.

- **Understanding and applying clinical reasoning** throughout coursework and in fieldwork

In the first two terms, the curriculum explores the definition, domain and process of occupational therapy, the sciences of the human body and mind that support occupational performances, and the art of communication components. The students appreciate others' experiences and aspirations through sharing of the journey to the OTA program. They are provided with suggestions of strategies to promote learning and can engage in "extra" activities to enrich their knowledge (i.e. YouTube videos: explanation of OT).

In the first class in Trends in OT, students are asked to fill out a Learning Style Questionnaire to identify their particular style or styles. In addition, students are involved in an exercise where their particular learning style is not available to them to develop an understanding of what their clients may face. Students are also provided with general "how to study" references, test taking strategies, and college services available to them in order to be successful utilizing their learning styles.

An outcome of these terms is the use of a collaborative teaching model involving learners as partners (Imel, 1994 (Knowles, 1980). Pratt (Imel, 1994 (Pratt1980) suggests that learners may need both direction and support. This process in the learning environment can also mirror the future collaborative process that occurs between therapist and consumer when the OTA implements the occupational therapy process. Researchers report persuasive evidence that students learn best when they are actively involved in the process [Gokhale, 1995 (Davis, 1993; Johnson & Johnson, 1986)]. Collaborative learning gives students an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinkers.

Vygotsky's theories stress the fundamental role of social interaction in the development of cognition and the belief that community plays a central role in the process of "making meaning" (Vygotsky, 1978). "Collaborative learning has as its main feature a structure that allows for student talk: students are supposed to talk to each other....and it is in this talking that much of the learning occurs." [(Smith & MacGregor, 1992 (Golub, 1988)] Adult learners who engage in collaborative learning are provided the opportunity to not simply take in new information or ideas. They actively work together to explain and use new information, ideas, or skills. Collaborative classrooms motivate students by getting them actively engaged in a purposeful activity. Although Vygotsky's Zone of Proximal Development principle relates to the difference between what a child can achieve independently and what a child can achieve with guidance and encouragement of

others, he views interaction with peers as an effective way of developing skills and strategies. Group members should have different levels of ability so more advanced peers can help less advanced group members operate within their zone of proximal development.

In these first two terms and throughout the OTA program, adult learners are provided with the opportunity to both learn and teach using a collaborative approach to studying. The concept of collaborative learning refers to an instructional method in which students at various performance levels work together in small groups toward a common goal. The instructor's role is to serve as a facilitator for learning. The students are responsible for each other's learning as well as their own. This instructional method will transfer to the students' fieldwork sites where they will further experience the collaborative method when working with clients as part of rehabilitation, community-based habilitative, educational, or any other service delivery team structure. An example of understanding learning styles occurs in an assignment in Trends in OT. Students work together to discover what happens when the learning style of an individual is ineffective when disease, injury, or disability occurs. Students are given opportunity to identify client centered interventions in Illness and Preventive contexts, addressing types of learning styles.

In the Terms II, III, IV, and V, the courses examine and practice a "client centered" activity analysis. Activity analysis is introduced in Principles of OT and enhanced during Therapeutic Media in OT. The courses (Pediatric Practice for the OTA, Adult Physical Disability Practice of the OT, and Psychosocial Practice of the OTA) examine the client throughout the lifespan in different environmental contexts (traditional and nontraditional settings), and the impact of disease, illness, or injury. Students work together in labs to complete tasks using case scenarios.

"Education not only happens in the classroom setting." (Dewey, 1916) Experiential learning is infused throughout the curriculum. Gaining knowledge through "doing" and "making meaning" are essential to "being" and "becoming" occupational therapy assistants. The placement of OTA Level I fieldworks (Level IA, Level IB, and Level IC) throughout the term, one day a week, allows students to learn in the classroom, practice in the lab, and then experience and explore in the fieldwork setting. Students return to the classroom after fieldwork that same week to reflect, share experiences, and ask questions.

In the final two terms, Level IIA and Level IIB fieldwork occurs to allow practice of principles from the classroom. Wrapped around these two fieldwork experiences are the final classroom experiences of Professional Issues In OT and Clinical Reasoning which begin the transition of student to practitioner with topics regarding certification,

licensure, job securement, reexamination of ethical principles, and continual application of clinical reasoning secured in evidence based practice.

Faculty are encouraged to increase their understanding of learning styles, curriculum development, and technological aids to the classroom by their study of materials and attendance at learning opportunities provided by the college and other educational programs.

The Curriculum Design content and program's beliefs about learning clearly demonstrate the rationale for courses offered, sequencing of courses, and evaluation strategies.

As described above, the Occupational Therapy Assistant Program is organized so the learner follows a developmental progression. The curriculum design is grounded in the combined theories of the occupational therapy profession and education development. The educational theories of Lev Vygotsky, collaborative learning and the adult learner are threaded throughout the curriculum in conjunction with developmental theory. The theoretical bases support one another when applied to the development of health professionals who must sequentially build general and professional knowledge, and subsequently master the skills required in the context of professional practice.

Faculty review core course syllabi and course schedule to ensure alignment to curriculum.

The program spans seven academic terms culminating with 16 weeks of full-time fieldwork experience.

In Fall of 2019, Southeastern Community College in Burlington (SECC) and Indian Hills Community College (IHCC) have an agreement to offer the OTA program on both campuses.

The student may elect to attend Southeastern Community College for non-core OTA program curriculum and the core OT curriculum on the Indian Hills campus.

The student has the following options:

1. Enroll and attend all courses for the OTA program on IHCC campus.
2. Dual enroll: Enroll to attend all non-core OTA classes offered through SECC and enroll to attend all OTA core classes through IHCC.
3. The Admission Process is as follows:

Occupational Therapy Assistant Program
Admission Process

- Apply on-line to Indian Hills Community College **AND** Southeastern Community College Occupational Therapy Assistant Program.
- Submit your high school transcripts to both Indian Hills Community College **AND** Southeastern Community College
- Meet program admission requirements
 - a. Submit your high school transcripts to both Indian Hills Community College AND Southeastern Community College.
 - b. Take the Accuplacer, ACT, or SAT examination. Submit your scores to both Indian Hills Community College and Southeastern Community College

Criteria	GPA	Accuplacer	ACT	SAT
Required Score	2.5	Sentence Skills: 86 Reading: 80 Arithmetic: 85	20	1030

- If you are applying for Financial Aid, list Indian Hills Community College first, followed by Southeastern Community College.
- Attend a Program Conference at Southeastern Community College.
- Attend an Occupational Therapy Assistant Academic Program Session at Indian Hills Community College. Dates of sessions are:
- Register for courses at Indian Hills Community College **AND** Southeastern Community College.
- Complete Indian Hill Community College on-line orientation.



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Occupational Therapy Assistant Course Outline

Term I

<u>Catalog Number</u>	<u>Course Name</u>	<u>Credits</u>
BIO 175	Human Anatomy	3
BIO 176	Human Anatomy Lab	1
CSC 105	Computer Essentials	1
HSC 113	Medical Terminology	2
OTA 106	Trends in OT	3
PSY111	Introduction to Psychology	3

Term II

<u>Catalog Number</u>	<u>Course Name</u>	<u>Credits</u>
BIO 178	Human Physiology	3
BIO 179	Human Physiology Lab	1
ENG 105	Composition I	3
OTA 121	Principles of OT	4
PSY 121	Developmental Psychology	3

Term III

<u>Catalog Number</u>	<u>Course Name</u>	<u>Credits</u>
OTA 131	Pediatric Practice for the OTA	4
OTA 141	Therapeutic Media in OT	3
OTA 212	Functional Kinesiology	3
OTA 801	OTA Level 1A Fieldwork	1

Term IV

<u>Catalog Number</u>	<u>Course Name</u>	<u>Credit</u>
HSC 212	Pathophysiology	3
OTA 151	Adult Physical Disability Practice for the OTA	4
OTA 161	Traditional and Emerging practice in OT	2
OTA 811	OTA Level IB Fieldwork	1
xxx	Approved Communication Course	3

Term V

<u>Catalog Number</u>	<u>Course Name</u>	<u>Credit</u>
xxx	Approved Math Reasoning Course	3
OTA 171	Psychosocial Practice for the OTA	3
OTA 821	OTA Level IC Fieldwork	1
HSC 226	Health, Society, & Aging	3
SOC 110	Introduction to Sociology	3

Term VI

<u>Catalog Number</u>	<u>Course Name</u>	<u>Credit</u>
OTA 210	Professional Issues in OT	2
OTA 831	OTA Level IIA Fieldwork	6

Term VII

<u>Catalog Number</u>	<u>Course Name</u>	<u>Credit</u>
OTA 220	Clinical Reasoning for OTA	2
OTA 841	OTA Level IIB Fieldwork	6

Occupational Therapy Assistant Program Course Descriptions

OTA106 (Hybrid) Trends in OT 2

This course is an introduction to, and investigation of, a career choice in Occupational Therapy. A foundational overview of the history, philosophy, ethics and role of occupational therapy in the health care environment is provided. The roles and functions of occupational therapy and occupational therapy assistant in traditional and emerging practice areas, as well as the role of the AOTA will be explored. Models of care and the essentials of success in the OTA program will be discussed. Students will complete required HIPPA, Bloodborne Pathogens and Mandatory Reporting for child/adult training for Health Care Providers.

Prerequisite: None

OTA121 (Hybrid) Principles of OT 4

This course provides an introduction to skilled observation of identified performance areas in occupational therapy, activity analysis, goal setting, oral and written reporting skills, professional documentation formats and the use of the OT Practice Framework. Basic patient handling techniques and transfers will be practiced. Specific theory and philosophy with regard to physical, psychological, and developmental therapy practice and process, and intervention approaches will be examined.

Prerequisite: OTA 106 Trends in OTA

OTA 131 Pediatric Practice for the OTA 4

This course introduces students to entry – level pediatric occupational therapy skills by examining theoretical practice framework for individuals ages birth through twenty – one. The focus of this course includes: typical and atypical development, physical disabilities, neurological impairments, developmental dysfunction and their effects on childhood occupation. The role of the OTA in a variety of pediatric settings will be explored. Childhood conditions, evaluation, program planning and program implementation will be discussed. Family, sociocultural and socioeconomic conditions, legal issues and support services for the pediatric population will be explored.

Prerequisite: OTA 121 Principles of OT

OTA 141 Therapeutic Media in OT 3

This course addresses the knowledge and skills required to recognize the value of a link between life role occupations as applied to therapeutic interventions. Topics include the use of crafts and games, splinting, therapeutic exercises and application to various diagnoses. Activity analysis and methods of determining and selection of age appropriate and culturally meaningful activities for OT consumers will be examined. Approaches to teaching, learning and professional communication will be explored through individual and group treatment role plays.

Prerequisite: OTA 121 Principles of OT

OTA 151 Adult Physical Disability Practice for the OTA 4

This course examines occupational therapy theoretical practice frameworks in adult physical and neurological dysfunction. Common problems seen in medical and orthopedic disease and disabilities that affect occupational performance in the adult will be addressed and the method of treatment will be investigated. Treatment methods and activities such as splinting, exercises and physical agent modalities will be explored. Models of service delivery, motor control theories, daily living skills, work, leisure, education and social participation will be presented. Client centered meaningful occupation for the purposes of rehabilitation, skill maintenance and wellness and prevention of decline in occupational performance will be emphasized.

Prerequisite: OTA 131 Pediatric Practice for the OTA; OTA 141 Therapeutic Media in OT

OTA 161 Traditional and Emerging Practice in OT 2

This course explores traditional, specialized and emerging practice areas in occupational therapy. Topics to be addressed may include: hand injuries, assistive technology, wheelchair assessment, low vision rehabilitation, lymphedema, vocational rehabilitation, work hardening and workplace assessments.

Prerequisite: Con Current with OTA 151 Adult Physical Disability Practice for the OTA

OTA171 Psychosocial Practice for the OTA 3

This course focuses on the role of the occupational therapy assistant in providing services in both medical and community-based settings. The relevance of occupation and goal-directed activity will be explained. A survey of conditions which may cause emotional, mental and social disability will be explored. Normal and pathological conditions associated with aging will be discussed. An overview of group process, group leadership and facilitation, types of therapeutic groups and development of communication and observation skills will be included.

Prerequisite: OTA151 Adult Physical Disability Practice

OTA210 Professional Issues in OT 2

This course reinforces the concepts and principles of professionalism for the occupational therapy assistant in the delivery of services. Basic tenets of professional behavior, values and ethics will be discussed. Topics addressed include: ethical and legal aspect, cultural competence, structure and function of institutions, reimbursement issues and the roles of key professional organizations. Job seeking techniques including interview skills, resume and letter writing will be addressed. Resources for life-long learning and professional support will be provided.

Prerequisite: Concurrent with OTA831 OTA Level IIA Fieldwork

OTA212 Functional Kinesiology 3

This course introduces human movement within the context of occupational performance. Principles from the biological sciences will be applied to the biomechanical principles of human movement. Topics include survey of the skeletal system, articular system and muscular system. Exercise principles are explored from the perspective of

Occupational Therapy Assistant Program Safety

On Campus:

At Indian Hills Community College the safety and security of our students, faculty and staff is always a priority. Safety and the prevention of accidents are the responsibility of faculty, staff and students. Everyone on campus is encouraged to use all available resources and information, as well as common sense decisions, to help foster a safe environment. Refer to the college catalog, student handbook, and appropriate signage posted throughout the campus for policies and procedures regarding safety on campus. If an accident or injury occurs, while on the Indian Hills Community College campus, it will be immediately reported to a member of the staff or faculty. Emergency care will be provided on campus until emergency medical services arrive. Students are required to attend CPR and First Aid courses or provide proof of current certification. Students are encouraged to input Security phone number and Emergency Alert on electronic devices for easy access.

Open laboratory time is available for OTA students to practice learned skills. It is suggested that students contact an OTA instructor to determine if the lab is available at the time he/she wants to practice. First aid kit and emergency numbers are posted in the laboratory in case an urgent situation arises. Safety checks of equipment is made by faculty; standard and specific diagnostic/treatment precautions are instructed and may have check-off competencies completed. Students are to report any safety hazards to faculty.

Off Campus:

While attending clinical and off-campus laboratory activities, health and safety policies and procedures of the facility will be observed. If an accident or injury occurs during a clinical experience the procedure described in the OTA Student Fieldwork Manual under the heading "**Clinical Experience Incidents**" will be followed. If an accident or injury occurs during an off-campus laboratory experience, it will immediately be reported to the instructor and the staff at the facility so the appropriate procedures can be followed.

Occupational Therapy Assistant Program Clinical Experience

The purpose of clinical experience is to allow the student to apply the knowledge and skills acquired in the classroom to a hands-on patient care situation. The clinical is designed to provide students learning experiences with patients, coordination with other

health care providers, utilization of support staff and time management. Each student will be supervised by a licensed Occupational Therapist, licensed Occupational Therapy Assistant or other qualified professional, at a facility affiliated with the OTA program. Students are expected to abide by the hours and policies of the assigned clinical facility. Level II field work must be completed within 12 months of clinical didactic portion of the program.

Criminal Background Checks-

Students must secure a CastleBranch account to begin the process of criminal background checks.

A felony conviction may have impact on graduation eligibility for certification and credentialing. An Early Determination process is in place with NBCOT. Please see program director for additional information.

Students in the Health Sciences division are required to complete a dependent adult and child abuse course as well as American Heart Association Basic Life Support and AHA First Aid. Certificates from other entities will not be accepted.

Fieldwork locations may ask students to complete another Criminal Background Check before acceptance into a fieldwork rotation.

Criteria used to determine whether a student is ineligible to participate in an Indian Hills Community College Health Sciences Program:

At any time	Refusal to participate in the background check or evaluation process. Iowa DHS record check evaluation determines the student is not eligible to participate in the clinical portion of the course and/or to work in a health care facility. A felony conviction A felony, serious misdemeanor or aggravated misdemeanor conviction in which the probationary period has not been completed. A serious misdemeanor or aggravated misdemeanor conviction in which the probationary period has not been completed. A criminal conviction, or any kind, related to past employment, and/or a healthcare system or organization. Inclusion on the child, dependent adult and/or sexual abuse registry.
The Past 5 years	A criminal conviction of any kind related to illegal distribution or theft of drugs.
The Past 2 years	A serious or aggravated misdemeanor conviction of theft or a pattern of theft convictions.
The Past 1 year	A criminal conviction related to the possession of drugs, paraphernalia, and/or illegal substances.

	Any of the criteria listed below may disqualify you from enrollment in IHCC's Health Sciences program based on factors such as job/program related ness, patterns, timeframes and/or completion of sentence.
	Recent criminal conviction(s) or charges of any type. A misdemeanor conviction involving domestic abuse with injury, violence, or sexual misconduct. A pattern of criminal convictions or charges 2 or more OWI convictions
	While enrolled in any Health Sciences program at IHCC, it is expected that students report all child abuse, dependent adult abuse, and/or criminal activity, in which they are involved, to IHCC within forty-eight (48) hours of the incident. Failure to do so could result in criminal charges per Iowa Code and removal from the program.

INDIAN HILLS COMMUNITY COLLEGE HEALTH SCIENCES DIVISION DRUG SCREENING

All Health Science students will be **required to have a drug screen** prior to the clinical experience. The **student portfolio** (on the CastleBranch website) will contain the drug screen results. Those results will be available to both the student and program administrator.

The process will be as follows:

- The student will be provided with information on setting up their account for the Castle Branch portal during the Mandatory Academic Program Session.
- The student will place an order and pay for the criminal background check on the portal.
- The student is responsible for the criminal background check.
- Castle Branch accepts Visa, Mastercard, Discover, debit, electronic check or money order.
- The confirmation of payment will be issued to the student.
- The confirmation form will be printed as proof to the program administrator.
- The program administrator will then issue the Forensic Drug Testing Custody and Control Form.

How should students schedule their drug test?

- Call the Ottumwa Regional Health Center Occupational Health at 641-684-2466 to set up a drug testing appointment.
- Take the Forensic Drug Testing Custody and Control Form to the appointment at Ottumwa Regional Health Center Laboratory. This form is available from the OTA Program Director.
- Results will be submitted to the Castle Branch Certified Background database from the lab testing site.

- The student will receive an email to check their account for further information.

Who gets the results?

- The test result will first be reported to the Medical Review Officer (MRO) associated with Castle Branch for review and interpretation.
- The MRO will then report a confirmed positive test result to the student.
- The MRO will attempt to call the student two times from this phone number 800-526-9341. The hours of the follow up phone call will be between 8-5 EST.
- Any questions regarding the results of any drug or alcohol test may be directed to the MRO.

Negative Results:

- Negative Test Result: notice will be posted on the Castle Branch student account of passing the initial drug or alcohol test.

Positive Results:

- Positive Test Result/Failed Test: The MRO will confirm any proof of the student prescriptions, and make any necessary updates to the positive test result.
- Right to Secondary Confirmatory Test: A student with a confirmed positive test result may ask for a second confirmatory test using ONLY the results from the first test sample from another approved laboratory within seven days of the IHCC mailing of the positive test results to the student.
- The confirmatory test will be conducted on a portion of the sample collected at the same time as the sample that produced the positive test result.
- *The student is responsible for the cost of second confirmatory test.*
- The **sample** of collection test will be split in the presence of the individual student to allow for the confirmatory testing of any initial positive test result.
- During the confirmatory process, students may be suspended from the clinical and/or classroom experience.

Confirmed Positive Results:

- Students with any **confirmed positive results** will be withdrawn from the program.

Legal Medication/Drugs Notification

- A student must notify the clinical supervisor or program director whenever he/she is using a prescription or over-the-counter drug, which may affect safety or work-performance.
- In making this determination, the student is responsible for consulting with their licensed healthcare professional and reviewing any warning on the label to determine if any medication or drug would adversely affect the student's ability to safely perform essential functions of the clinical or classroom experience.
- If the student is deemed by a Medical Doctor, Doctor of Osteopathy, Physician Assistant or Nurse Practitioner to be safe during the clinical or classroom experience, a "release to attend clinical/classroom document" is required to be signed and kept in the student's file at IHCC.
- The student who does not fully disclose this information will be subject to possible disciplinary action which may lead to dismissal from the program.

Prescription medications that do not impair performance may be brought to the clinical site and should be taken as prescribed. All prescription drugs must be kept in the pharmacy dispensed container.

Testing due to reasonable suspicion:

- Once a student is enrolled in the program, if there is a **reasonable suspicion** of drug or alcohol use, the Program Director will have the right to approve an additional drug or alcohol test at the student's expense. The clinical site also has the right to request a drug/alcohol test at the student's expense.

Reasonable suspicion may include, but is not limited to:

- student behavior or conduct including physical manifestations
- evidence that the involved student has caused or contributed to a clinical or classroom related accident
- objective signs that the involved student may have used drugs or alcohol (i.e., slurred speech, staggering gait, odor of alcohol), or reports from others of a clinical "accident", slurred speech, etc.

When a program director, faculty member or clinical instructor has suspicion of alcohol or drug use during the clinical experience, the following steps will be taken:

- Remove student from the patient care area or assigned work area and notify the clinical instructor and the Program Director.
- Consult with another faculty, clinical instructor, or employee for verification of suspicions in a confidential manner.

- Upon verification by a second person, inform the student that he/she is relieved from duty and that there is a need "for cause" drug/alcohol screening.
- If the student admits to alcohol and/or drug use, the student must undergo urine drug testing
- Pending the resolution of any testing, the student will be suspended from clinical and/or classroom sites
- A student subsequently found to have positive test results will be removed from the program.
- All incidents involving "reasonable suspicion" drug testing in the clinical setting will be handled with strict confidentiality
- Costs for "reasonable suspicion" drug testing are the student's responsibility.

Transportation of student after reasonable suspicion:

- An unimpaired person (such as a family member or friend) or taxi cab must transport the student to nearest testing facility. A release form must be signed by the person transporting the student and provided to the Clinical Supervisor/Program Director. If a taxi is transporting the student, the person observing the student enter the taxi may sign the release form and provide to the Clinical Supervisor/Program Director.
- If the nearest testing facility is at the clinical site, student should be sent for testing and then an unimpaired individual or taxi cab should take the student home. If a taxi is transporting the student, the person observing the student enter the taxi may sign the release form.
- While awaiting transport, the student should not be allowed to leave the supervisor's presence or ingest any substances.
- If the student insists on driving, either clinic supervisor or Program Director will notify law enforcement.
- Pending the resolution of any testing, the student will be suspended from clinical and field sites.
- A student subsequently found to have positive test results will be removed from the program.

If the student refuses "reasonable suspicion" testing:

- Have an unimpaired individual or taxi take the student home
- Document the following in writing:
 - Student behavior
 - Actions taken
 - Written statement of person verifying behaviors
 - Student's response
- Contact the Clinical Supervisor/Program Director as soon as possible and deliver written documentation to the Clinical Supervisor/Program Director within 3 days of the incident.

- Students who refuse reasonable suspicion testing will be removed from the program.

If a facility other than the approved testing site at Ottumwa Regional Health Center performs drug/alcohol testing:

- The student is **obligated to notify** the Program Director of any request by a clinical site for additional testing due to reasonable suspicion.
- If tested by a clinical site, the student shall provide the Program Director with a copy of any test results.
- Failure to promptly notify the Program Director shall be ground for dismissal from the program.
- The student is responsible for any expense incurred with testing.

If a student voluntarily discloses a drug or alcohol problem:

- If a student **voluntarily discloses** that he/she has an alcohol/drug problem and requests assistance, they are then referred to IHCC Student Health.
- Students may be temporarily suspended from the program and/or clinical experience until such time as they have completed drug/alcohol treatment and are considered safe to return to both the classroom and clinical site by a Medical Doctor, Doctor of Osteopathy, Physician Assistant or Nurse Practitioner.

Minor Students:

- Any **minor student** under the age of 18 must abide by the drug and alcohol testing policy.
- A parent or legal guardian of a student under the age of 18 must sign an acknowledgment of receipt of a copy of this policy.
- Those students who are minors under the age of 18 must obtain notarized parental/legal guardian consent on Section II of the Drug/Alcohol Test Release & Consent For Minors.
- Lack of consent for testing will disqualify the minor from continued clinical participation and participation in the Program.

Providing False Information:

- Any student who provides false information when completing paperwork required for a drug test or when responding to required questions for an alcohol or drug screen test will be removed from the Program.

- Any student who dilutes, contaminates, tampers with, alters or interferes in any way with the collection of a specimen for testing purposes will be removed from the program.

Costs:

- The costs of alcohol or drug rehabilitation, treatment and counseling will be the responsibility of the student.
- Costs of drug/alcohol testing are the responsibility of the student

See waivers at back of program manual

Occupational Therapy Assistant Program Attendance Policy

Prospective employers consider attendance records a good indicator of future employee behavior and typically inquire about the attendance records of the student/graduate. The faculty and clinical instructors consider attendance important because learning rarely takes place if a student is absent, regardless of the reason. Students need to have a “Plan B” for situations that may come up such as for care for sick children and transportation. Therefore, to satisfactorily complete the performance expectations of the occupational therapy assistant program, the following policies must be adhered to:

Classroom:

1. Students are expected to be in attendance for all classes. **Do not** schedule vacations, routine doctor appointments, etc. during scheduled class time- use published school breaks (located on webadvisor) as a guide.
2. If a student is unable to attend, he/she is to report his/her absence each day by 7:15 am, stating his/her name and the reason for missing that day. The student will notify an IHCC OTA instructor at the phone number provided at the beginning of each course. Absences will not be accepted if reported by another classmate.
3. The student must initiate the classroom assignment make-up process.
 - a. Students will NOT be allowed to make-up classroom work, including exams unless the instructor has been notified regarding the absence.
 - b. The instructor and the student will arrange a schedule for completion of make-up work.
 - c. Points will be deducted for assignments turned in late. See specific course syllabus.
 - d. Assignments not received by 11:59 pm on due date will receive a 10% deduction.
4. Children may not attend class with the parent.

5. Students must have a completed physical to participate in any OTA Lab courses.
6. Cell phones will be turned off and put away during class unless you have permission from instructor to have on vibrate or are using in a class assignment.

Clinical:

1. Students are expected to be present for all clinical experiences to demonstrate responsible professional behavior.
2. The clinical instructor at the assigned facility should be notified by student regarding an absence at least an hour before start time or adhering to clinical instructor's protocol.
3. The student should also report the absence to the IHCC AFWC at the phone number provided at the beginning of each course or at (641) 684-4244 or 1-800-726-2585 X4244 or through the web services course web page. Students may not text another student to relay a message to the instructor
4. Clinical attendance will be documented in the student's record in ink and **Must BE signed off by clinical instructor on a weekly basis.**
5. If a student does not report for clinical as scheduled, the clinical instructor and the OTA faculty will counsel the student and provide documentation for the student's file. Changes in the clinical schedule, including make- up days must be coordinated and approved by the Academic Fieldwork Coordinator and Clinical Instructor and/or program director.
6. Students failing to comply with attendance requirements above may be recommended for dismissal from the program.
7. A release from a physician will be required to return to clinical following three or more consecutive days of absence due to illness/injury.
8. Children may not attend clinical with the parent.
9. Before leaving the clinical site, the student must report to the clinical instructor.
10. A release form from a physician is required for the student file at IHCC if a student becomes pregnant or experiences a medical condition to ensure safety.

Occupational Therapist Assistant Program Leave of Absence Policy

Students wishing to take a leave of absence from the OTA program must submit a written request to the OTA Program Director. A leave of absence may be granted for emergencies including: hospitalization, birth of a child, or death in the student's immediate family. A leave of absence may be granted if:

1. The student has demonstrated the ability to meet the performance expectations of the program.
2. The student and faculty are able to develop a curricular plan that assures the student's progression through the program.
3. The student must be able to meet course requirements no later than six weeks following the date the leave of absence is granted, following the "Incomplete Grades" policy, as described in the college catalog.

Occupational Therapy Assistant Program Dress Code

Students in the Occupational Therapy Assistant program represent the school and the profession of Occupational Therapy. It is imperative that certain standards be met and a dress code followed. During class periods, students may use their own judgment in attire, but it must conform to the codes of decency. While in the laboratory students will be expected to have appropriate lab attire to expose the area being studied. This may include shorts and t-shirts. Occupational Therapy Assistant students need to abide to the dress code while on clinical. You will be notified by AFWC regarding specific dress code when assigned a fieldwork location. General guidelines are:

Clinical Dress Code:

1. The student will wear clothing consistent with the clinic's expectations.
2. Clothes will be clean, neatly pressed and free of odor.
3. No perfume or after shave lotion.
4. Students will be clean, free of body odor and have well-trimmed fingernails.
5. Hair color and makeup will be conservative in nature.
6. Long hair will be pulled back. Beards and mustaches will be neatly trimmed.
7. Jewelry will be kept to a minimum and consistent with the clinic's expectations.
8. Covering of tattoos may be required.
9. Appropriate undergarments will be worn.
10. Name tags denoting "Student OTA" status will be worn.
11. Shoes will be practical walking shoes that are closed- toe, have closed back and have non-slip soles. Socks must be worn. Athletic shoes may only be worn if approved by the clinical site.

Any student who chooses to disregard the dress code will be verbally warned once and the second infraction will warrant a written warning. A third infraction will result in suspension from the clinical site on that same day until a conference is held with the OTA Program Director or Academic Fieldwork Coordinator.

Occupational Therapy Assistant Program Physical Examination Policy

It is required that each student have a physical examination prior to starting the program to assure that the student is physically able to participate in the activities required of a student in the Occupational Therapy Assistant program. Each student will have a physical performed by a licensed qualified personnel limited to one of the following: physician, physician's assistant, nurse practitioner. In addition, documentation and/or results of the following immunizations and tests are required: MMR or Rubella Titer; Two- Step Mantoux Skin Test for Tuberculosis; Tetanus/Diphtheria Booster; Hepatitis B (optional) Varicella. Some fieldwork sites require varicella and a flu shot during flu season. The Indian Hills Physical Form must be used and can be found on the IHCC website. A copy of the physical form is included in Appendix A. Students who do not have a completed physical will not be allowed to participate in the OTA clinicals. The physical form must be filled out in its entirety and is loaded into CastleBranch student file.

Occupational Therapy Assistant Program Pregnancy Policy

When a student has a confirmed pregnancy, she will be required to submit a statement from a qualified licensed practitioner, indicating the students' continued ability and/or limitations related to participation in the required laboratory or clinic-based learning activities. The "Leave of Absence" policy will be utilized in preparation for the student's estimated delivery date.

Occupational Therapy Assistant Program Professional Conduct Policy

In a classroom and clinical situation students must conduct themselves in a professional manner. In the clinical setting the Fieldwork Performance Evaluation will be used to assess professional conduct and in the classroom the Professional Development Assessment form will be utilized. Inappropriate conduct will result in a conference with the Clinical Educator and if deemed necessary the Academic Fieldwork Coordinator and/or Program Director. Behavior deemed unprofessional may lead to dismissal from the program.

Occupational Therapy Assistant Program Re – Entry Policy

Students may be re-admitted to the OTA program following withdrawal or suspension following the re- entry procedure outlined below. If more than one academic year has

passed since the student has been in the OTA program, the student will be required to re-apply and complete competency check offs for each core OTA course already successfully completed. If the student does not demonstrate competence, he/she may be required to repeat the course from which the competency was failed. Students who have not completed the program within three years of admission, will demonstrate meeting current admission requirements for year they are re-applying and will complete core OTA curriculum classes. Students may not re-enter the program if class size will surpass published ratio for class/lab.

If a student fails a core OTA course during the first term of the OTA program, he/she will be dismissed from the program and may re-apply to the program the following year. Students will be admitted based on grade point average and test scores (ACT or AUCCUPLACER).

Students re-admitted to the OTA program have only one opportunity to reinstate and complete the program. Any subsequent core OTA course failures will result in dismissal from the program and the student will not be accepted for re-entry into the OTA program.

For students who have been re-admitted to the program, subsequent re-admission for any personal/medical leaves will be considered on an individual basis.

If a student fails two or more core OTA courses that are held concurrently in the same term, the student may be re-admitted following the re-entry policy, and repeat the courses failed within that term.

Re – Entry Procedure:

1. To be considered for re-entry, a student must submit a written request to the OTA Program Director within six months of withdrawal or suspension, starting the term and year in which he/she wishes to return.
 - a. Following withdrawal or suspension, a student who plans to continue general education coursework at Indian Hills will need to complete a change of major form for re-entry with the Program Director.
 - b. Following withdrawal or suspension, a student who does not plan to continue general education coursework at Indian Hills will need to complete a new application prior to re-entering the OTA program.
2. Students must meet current OTA program entrance criteria.
3. Students must meet program curriculum requirements for the academic year in which they are re-instated.

4. Students will follow the OTA program policies and procedures in place the year of the re-instatement.
5. Continuing students will be given priority over re-entering students to ensure adequate space in the class.

Occupational Therapy Assistant Program Transfer Credit Policy

The college catalog outlines the policy for acceptance of credit for courses taken at another institution. Transfer of courses in the core OTA curriculum will be considered on an individual basis. To be considered for transfer credit, the student must have achieved the minimum grade as outlined by the college's transfer credit policy.

Blood borne Pathogens and HIV Policy for Health Sciences Programs

Students may be participating in activities within the Health Sciences programs, which have potential for exposure to infectious diseases including but not limited to: Hepatitis B and HIV. Health sciences students must take all necessary precautions to minimize the risk of exposure. Students who fail to comply with the blood borne pathogen and HIV policy may be asked to withdraw from the OTA program.

In the event of a significant exposure (i.e. on occupational incident involving eye, mouth, other mucous membrane, non – intact skin, or parenteral contact with blood or other potentially infectious material, including saliva), the student must report the incident **immediately** to the instructor or clinical supervisor. The AFWC or Program Director will file a safety/loss report form describing the incident. The completed form will be submitted to the Dean of Health Sciences.

Follow-up evaluation will be required consistent with federal regulations. This may involve going to their personal physician or the emergency room. Students are responsible for the cost of their own medical care.

Hepatitis B Information:

It is highly recommended that all students providing direct patient or child care in the Health Sciences Division receive an immunization against Hepatitis B. Although it is not required, it is highly recommended and is considered to be an extremely good investment. Students are particularly vulnerable to contamination and their hand washing skills generally are not yet developed. Although the incidence of the infection is

relatively low, the outcome can be fatal. Since there is a vaccine available, all health care providers who are at risk are encouraged to become immunized.

Health care professionals are at an increased risk of contracting Hepatitis B infection. Hepatitis B is usually spread by contact with infected blood or blood products and the risk of acquiring Hepatitis B increases with the frequency of blood contact. Hepatitis B virus may be also found in other body fluids such as: urine, tears, semen, vaginal secretions and breast milk. Hepatitis B infection can have severe consequences, including progressive liver damage and the possibility of developing hepatocellular carcinoma. Six to ten percent of the people who contract the virus become chronic carriers.

Vaccination is the only available means of protection against Hepatitis B. No currently available therapy has proven effective in eliminating the infection. This vaccine, prepared from recombinant yeast cultures, is free of association with human blood or blood products. Full immunization requires three doses of the vaccine over a six month period. Because of the long incubation period for Hepatitis B, it is possible for an unrecognized infection to be present at the time the vaccine is given, and in that case, the vaccine would not prevent the development of clinical hepatitis. You will need your physician's approval or order prior to being immunized. He/she will provide you with information regarding the contraindications and side effects of the vaccine. Contact your physician for additional information.

As part of the curriculum, all students in Health Sciences programs will receive instruction regarding Hepatitis B and HIV prior to providing patient care. This instruction shall include be not be limited to:

1. Epidemiology
2. Method of transmission
3. Standard blood and body fluid precautions
4. Types of protective clothing and equipment
5. Work practices appropriate to the skills they will perform
6. Location of appropriate clothing and equipment
7. How to properly use, handle and dispose of contaminated articles
8. Action to be taken in the event of spills or personal exposure
9. Appropriate confidentiality and reporting requirements
10. Review of program policy related to refusal to care for specific patients.

Post Exposure Procedure for Health Sciences Students:

1. If a student has been exposed to a contaminant parenterally (needle stick or cut) or superficially through a mucous membrane (eye or mouth) they are to follow the following procedure:
 - a. Immediately wash the affected area with the appropriate solution (soap & water or alcohol & water)
 - b. Seek appropriate medical attention through their personal physician (students are responsible for their own medical care). This may include baseline testing for HIV antibody at this time, followed by recommended series of testing. (Physicians may also inquire about the students' status in regard to tetanus and hepatitis immunization at this time
 - c. Follow instructional (agency) policy regarding determining HIV and hepatitis status of patient (students are responsible for the costs to any testing).
 - d. Maintain confidentiality of patient
 - e. Seek appropriate counseling regarding risk of infection.

Guidelines for HIV Positive Health Care Providers:

1. The Center for Disease Control has specific guidelines for health care workers which are revised periodically. They have been incorporated into these policies and are reviewed annually.
2. There shall be no routine serological testing or monitoring of students for Hepatitis B or HIV infection.
3. Barrier or standard blood and body fluid precautions are to be used routinely for all patients. These include:
 - a. The use of gloves when:
 - i. Cleaning rectal and genital areas
 - ii. Carrying soiled linen
 - iii. Bathing patients, if the student has a cut on the hand
 - iv. Suctioning or irrigating, even if the orifice does not require sterile technique
 - v. There is, at any time, a possibility of spillage of blood or body fluid onto the student's hands (i.e. accucheck, discontinuing and IV, IM's, etc.), regardless of the presence of open lesions;
 - vi. Emptying urine drainage bags, suction catheters, colostomy and ileostomy pouches
 - vii. Providing mouth care
 - b. The use of masks, goggles or glasses and/or aprons when there is a possibility of fluids splashing onto the face or body and clothing.

Specific Guidelines for Known HIV Infected Health Sciences Students:

1. HIV positive health occupations students who do not perform invasive procedures need not be restricted from work/clinical experiences unless they have other illnesses or signs and symptoms for which such restrictions would be warranted.
2. HIV positive health occupations students should wear gloves for direct contact with mucous membrane or non – intact skin of patients.
3. HIV positive health occupations students who have exudative lesions or weeping dermatitis should refrain from direct patient care and from handling patient care equipment and utensils.
4. Reasonable accommodations will be made within the curriculum to assist the HIV positive student to meet course/program objectives.
5. The policy of agencies utilized for clinical experiences will supersede college policy if they are more stringent.

Confidentiality will be maintained whenever possible, with only appropriate individuals being informed of the HIV status of a health sciences student.

Provision of Care:

1. Assignments are made in the clinical setting to enhance and/or reinforce student learning. It is the expectation that students will provide care for clients to whom they are assigned. In the event that a student refuses to care for an individual the following will occur:
 - a. In consultation with the student, the facility member will determine the reason for the refusal.
 - b. If the reason is determined to be valid the student will be reassigned.
 - c. If the reason is determined to be not valid the student will be counseled about unethical conduct and discriminating against a client regarding but not limited to the following: age, race, sex, economic status or illness of the patient or client.
 - d. If it is determined that the reason for refusal to care for a specific individual is as noted above, the student will be counseling to consider his/her future in health care.
 - e. The Department Chair of Health Sciences shall be notified of any such occurrence and may meet with the student, along with the faculty member to discuss options, one of which may be withdrawal from the program.

Occupational Therapy Assistant Program Grades

In order to graduate, a student must receive a passing grade in all courses listed for that major and achieve a cumulative grade point average (GPA) of 2.0 or above. This is equivalent to a "C" average.

Minimum satisfactory scholastic achievement is represented by a 2.0 grade point average each term of enrollment. Students who fall below this level will be placed on academic probation for the following term. Students who fail to achieve a 2.0 GPA during their probationary term may then be dismissed from the OTA program. Students not dismissed must have permission from the Health Sciences Executive Dean and from the IHCC Registrar to re – enroll for the next term. Very poor work in any term, however, may result in dismissal at the close of that term. Academic probation may affect financial aid. The student is encouraged to see a financial aid counselor for clarification of an individual situation.

Students who are unable to complete assigned work in a course may be given a grade of an "I" (Incomplete). Students must complete the assigned work as soon as possible (at the discretion of the OTA Instructor and/or OTA Program Director), but no later than six weeks into the following term. Grades for courses left with an "I" past the six week completion period will automatically convert to an "F". Level II fieldwork must be completed within 12 months of clinical didactic program.

To successfully complete the OTA program, a student must achieve a passing grade in all non-core pre requisite courses, and a minimum of a grade "C" in the following courses: BIO175 Human Anatomy, BIO176 Human Anatomy Lab, BIO178 Human Physiology, BIO179 Human Physiology Lab. Students will first contact the course instructor regarding questions with individual course assignments and grades. Failure to pass the listed non – core courses with a "C" or better will result in the student not being eligible to continue in the core OTA curriculum sequence.

Students must pass all core OTA courses with a minimum of a "C" or a 78% to progress in the OTA program sequences. Students who fail to earn a "C" or better in a core OTA course will be required to repeat the course at its next offering, typically the following academic year. See the OTA re – entry policy. Core OTA courses include: OTA105, OTA121, OTA131, OTA141, OTA212, OTA801, OTA151, OTA161, OTA811, OTA 171, OTA821, OTA210, OTA831, OTA220 and OTA841.

Health Sciences grading is based upon the following percentage scale:

Percentage Scale:	Letter Grade:	Numerical Grade:
100 – 93	A	4
92 – 85	B	3
84 – 78	C	2
77 – 75	D	1
74 – 0	F	0

You may compute your GPA at any time by following this example:

Course:	Credit Hours:	Numerical Grade:	Grade Points:
Functional Kinesiology	3	A (4)	12
Pediatric Practice for the OTA	4	B (3)	12
OTA Clinical I	1	P	0
Therapeutic Media in OT	3	C (2)	6
Credit Hours	11	Total Grade Points	30

Total Grade Points divided by Credit Hours (excluding pass/fail) = Grade Point Average (GPA)

$$(30/10 = 3.0 \text{ GPA})$$

Occupational Therapy Assistant Program Testing Policy

1. Written examinations will be given in each core course and laboratory practicals will be given in selected core courses.
2. Each instructor will determine the test schedule and content of the tests.
3. Each student must notify the course instructor prior to examination time if he/she is going to be absent.
4. The classroom assignment make – up process must be initiated by the student.
 - a. Students will NOT be allowed to make-up classroom work, including exams unless the instructor has been notified regarding the absence.

- b. The instructor and the student will arrange a schedule for completion of make-up work.
5. The instructor may determine that an alternate format test be given and location if a student is absent on the scheduled day of the exam.
6. Final examinations will be scheduled for each course.
7. Students must pass each OTA program core course laboratory practical with a 75% or above to pass the course. A student may repeat any component of laboratory skills practical only once. The instructor will determine which components of the practical are to be repeated. A student who requires a second attempt on lab practical exams may earn a maximum of 84% for the practical score. Failure to obtain a 75% on the second attempt will result in failure of the course.

Occupational Therapy Assistant Program Academic Honest Policy

Academic honesty is expected in all actions and activities in classes, laboratories or clinical experiences in the OTA program. Academic dishonesty (cheating) is defined as the use of unauthorized resources by a student during a test and/or written assignment, which includes using notes, books or other written information during a test or duplicating someone else's work. Test questions are to be answered without prompts and all written work is expected to be original. This applies to student work in both the classroom and the clinical practice area.

A violation of this policy will result in a zero for the test or a failure for the written assignment or suspension from the program.

In the event that a student is suspected of violating this policy the instructor or administrator suspecting the violation will prepare a written statement notifying the student of the alleged violation.

The student has a right to appeal. All appeals are to follow the "Student Appeals Process" as outlined in the IHCC catalog.

Occupational Therapy Assistant Program Appeal of Final Grade Policy

Students are responsible for maintaining standards of academic performance established by the instructor for each course in which they are enrolled. A student may appeal a final course grade that he/she feels is inaccurate or unwarranted. The final grade appeal process should begin as soon as possible following the date of issue of

final grades, and in any case, no later than 10 regular academic days in the next college term following the enrollment period for which the challenged grade was issued. Students who do not initiate the appeal of final grades within 10 regular academic days forfeit the right appeal a final grade, and the grade on the permanent academic record is final.

The student shall confer with the instructor who issued the challenged grade to ascertain and/or reaffirm the method for grade determination. If the matter is not resolved, the student may continue the appeal process outlined in the college catalog, located on-line.

Occupational Therapy Assistant Program Counseling Policy

OTA Instructors, the OTA Program Director, and Health Sciences Associate Dean are available for academic counseling. OT faculty will serve as individual advisors for students throughout the program. Further counseling is available to students through assigned counselors or by student choice. The Occupational Therapy Assistant program faculty has open office hours for each term posted at the office. Students are welcome at any time.

OTA faculty will review each OTA students' progress at the end of each term and determine the need for academic counseling. Counseling will always be held confidential and conducted in a professional manner.

In addition to academic counseling, mental health services are available through IHCC Student Health Services.

Occupational Therapy Assistant Program Sexual Harassment Policy

Sexual Harassment is a form of sexual discrimination in violation of the Title VII of the Civil Rights Act of 1964.

Unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when such conduct has the purpose or effect of unreasonable interfering with an individual's school performance or creating an intimidating, hostile or offensive classroom or clinical environment.

Behaviors that may constitute sexual harassment include (but are not limited to):

1. Sexual innuendos or comments about a person's body
2. Sexual jokes or stories
3. Whistling at someone or making "cat calls"

4. Looking a person up and down
5. Making sexually suggestive gestures, facial expressions or body movements
6. Displaying sexually suggestive visuals
7. Patting or pinching
8. Any touch of a sexual nature
9. Standing close or brushing up against another person

If you believe you are being sexually harassed, report the situation to one of the OTA Instructors, the OTA Program Director, Health Sciences Associate Dean or the Health Sciences Executive Dean. Reported cases of sexual harassment will be investigated by the Executive Dean of Health Sciences and the Dean of Student Services at IHCC. The Health Sciences Associate Dean can be reached at: 641-683-5292. The Dean of Health Sciences can be reached at: 641-683-5165.

Sexual harassment will not be tolerated and is cause for dismissal from the OTA program.

Occupational Therapy Assistant Program Placement Services

Student graduates and alumni may view job openings on the Indian Hills OTA face book page, the IHCC web site under job postings, and in the OTA classroom.

American Occupational Therapy Association (AOTA)

The AOTA is a national organization dedicated to the promotion of occupational therapy. Students are encouraged to join the AOTA and become active in its functions.

Information concerning the AOTA is available in the OTA program office, by phone at: (301) 652-AOTA, or by internet at: www.aota.org.

Occupational Therapy Assistant Program Clinical Experience

The purpose of clinical experience is to allow the student to apply the knowledge and skills acquired in the classroom to a hands- on patient care situation. The clinical is designed to provide students learning experiences with patients, coordination with other health care providers, utilization of support staff and time management. Each student will be supervised by a licensed Occupational Therapist, licensed Occupational Therapy Assistant or other qualified health care professional, at a facility affiliated with the OTA program. Students are expected to abide by the hours and policies of the assigned clinical facility. Level II field work must be completed within 12 months of clinical didactic portion of the program.

Clinical experiences are scheduled as follows:

Fieldwork:	Weeks:	Hours:
Level IA	One day each week for 10 weeks	60 Hours
Level IB	One day each week for 10 weeks	60 Hours
Level IC	One day each week for 10 weeks	60 Hours
Level IIA	Five days a week for 8 weeks	320 Hours
Level IIB	Five days a week for 8 weeks	320 Hours
Total:	46 Weeks	820 Hours

Liability:

Indian Hills Community College maintains professional liability coverage for students in the Health Sciences Division. This coverage includes the Occupational Therapy Assistant students.

Location of Fieldwork:

Clinical education is an essential learning experience and as such the sites are chosen to meet the student's need for a comprehensive education. **Although we have many contracts with sites, there are some limitations in fieldwork availability in the immediate area due to demographics and staffing issues. Final determination rests with Academic Fieldwork Coordinator. A student cannot complete two Level II fieldwork at same site unless working in two different service areas.**

A student may be required to drive a reasonable distance away from “home base” to complete affiliations.

A student may be scheduled at a requested site if it provides an appropriate learning experience and is available at the requested time. **Students are required to provide reliable transportation to and from clinical sites and may be asked to drive between facilities if the therapist assigned to them travels between buildings.**

Clinical affiliations will not be scheduled in occupational therapy departments in which the student is currently employed. The student may not be under clinical supervision of a family member or close friend.

Stipends:

Students are not to be substituted for paid staff during any clinical assignments.

Health Insurance:

Students are encouraged to maintain their own personal health care coverage, at their own costs. While clinical education sites will make emergency medical care available to students, the student is responsible for the costs. Students may be required by some clinical facilities to have proof of health insurance prior to beginning a clinical affiliation.

Incidents:

All incidents that are inconsistent with routine care or the patient’s plan of care must be reported to the Academic Fieldwork Coordinator immediately. If a medical emergency occurs the policies of the facility will be followed. The condition of the involved person(s) will be evaluated and the necessary emergency care will be provided. A written report describing the incident should be completed according to facility policy. In addition, the AFWC is to be notified of the incident by the student. The AFWC will complete the IHCC “Safety and Loss Control” form and forward the document to the Health Sciences Assistant Dean.

Occupational Therapy Assistant Program Attendance Policy

Prospective employers consider attendance records a good indicator of future employee behavior and typically inquire about the attendance records of the student/graduate. The faculty and clinical instructors consider attendance important because learning rarely takes place if a student is absent, regardless of the reason. Therefore, to

satisfactorily complete the performance expectations of the occupational therapy assistant program, the following policies must be adhered to:

Clinical Attendance:

1. Students are expected to be present for all clinical experiences to promote professional behavior of responsibility.
2. The clinical instructor at the assigned facility should be notified by the student regarding an absence at least an hour before start time in the manner designated by that clinical instructor.
3. The student should also report he absence to the IHCC AFWC at the phone number provided at the beginning of each course or at (641)-684-4244 or 1-800-726-2585 X4244 or through the web services course web page.
4. Clinical attendance will be documented in the student's record. The signature page **MUST BE SIGNED BY CLINICAL INSTRUCTOR each week.**
5. If a student does not report to the clinical as scheduled, the clinical instructor and the OTA faculty will counsel the student and provide documentation for the student's file. **Changes in the clinical schedule, including make-up days must be coordinated and approved by the Academic Fieldwork Coordinator and Clinical Instructor and/or OTA other faculty member.**
6. Students failing to comply with attendance requirements may be recommended for dismissal from the program.
7. A release from a physician will be required to return to clinical following 3 or more consecutive days of absence due to illness/injury.
8. Children may not attend clinical with the parent.
9. Before leaving the clinical site at end of work day, student must report to the clinical instructor.
10. A release form from a physician is necessary, if the student is pregnant to ensure safety of mom and baby as soon as the pregnancy is confirmed.

Appendix

Occupational Therapy Assistant Program Policy Agreement

Receipt of the Indian Hills Community College Occupational Therapy Assistant Program

Student Handbook - I understand I am responsible to read the Occupational Therapy Assistant program student handbook completely and will be held accountable for complying with all policies and procedures of the Occupational Therapy Assistant program. It is my responsibility to ask for clarification from the OTA Program Director regarding any policy or procedure I do not understand. I will read new policies or procedures that are issued by the program. I understand that I am also responsible to read and comply with the general student policies of IHCC.

Responsibility for Conduct and Actions as an Occupational Therapy Assistant

Student – I understand that having been admitted to the IHCC Occupational Therapy Assistant program, I am held responsible for my conduct and actions as an Occupational Therapy Assistant student. I understand that breach of IHCC or the Occupational Therapy Assistant program policies or the Occupational Therapy code of ethics may result in consultation and perhaps probation, suspension or dismissal, depending on the nature of my actions. I understand that client safety, privacy and dignity are of the highest priority in Occupational Therapy.

Titles VI and XII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972

– I understand that IHCC complies with Titles VI and XII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and other federal laws and regulations; and does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, or status as veteran in any of its policies, practices or procedures. This includes, but is not limited to admissions, employment, financial aid and educational services. I understand I may follow the grievance procedure guidelines described in this handbook if I wish to file a complaint.

Medical Treatment – I understand I am responsible for payment for any medical treatment that may be necessary and is not covered under the provision of the Iowa Code.

Computer User Agreement – As a condition of using the IHCC computer equipment, I agree not to use the equipment to duplicate copyrighted software in violation of its end user's license agreement, whether it is my personal copy or is owned by IHCC. I assume liability for any copyright infringements caused by me.

Student Signature _____

Date _____

Occupational Therapy Assistant Program Confidentiality Statement

Throughout the Occupational Therapy Assistant program at Indian Hills Community College, I (name), _____, will have access to patient information. I realize that this information is private and should be kept confidential. All patient information that I have access to is personal and private; therefore, I understand that any violation of this "patient right" is a HIPPA violation and would be possible cause for dismissal. Violation would include, but not be limited to: a) discussing information about a patient in an inappropriate setting, or with someone not related to the care of the patient; b) taking pictures of the patient for personal keeping; c) exposing a patient unnecessarily; d) inappropriate handling of personal possessions of the patient, such as going through a patient's purse/wallet without authorization by the patient; e) posting patient or facility information with any patient related content into social media outlets. All students will adhere to the HIPAA (Health Insurance Portability and Accountability Act) regulations of the facility they are attending. Use of cell phones in the clinical care area is prohibited. Posting any information relating to patient care or clinical experiences on computer social networking sites is a HIPPA violation and is strictly prohibited. This includes, but is not limited to pictures or text that include the name of the facility; dates relating to experiences; type of treatment or experience that the student was involved with; patient name or personal information (i.e. Age range, diagnosis); facility staff names or conversations; or specifics of any treatment or interaction with patients, family or staff. I realize that this information is private and should be kept confidential. I realize that any unauthorized release of information is punishable by fine and/or imprisonment.

Throughout my education in the Occupational Therapy Assistant program at Indian Hills Community College, I will at no time inappropriately release confidential information and I will adhere to the Code of Ethics of the American Occupational Therapy Association.

I understand that release of unauthorized patient information will result in immediate termination from the Indian Hills Community College Occupational Therapy Assistant Program.

Student signature

_____ Date: _____

Occupational Therapy Assistant Program Consent Form

For good and valuable consideration, I hereby consent and authorize Indian Hills Community College to reproduce, publish, circulate and otherwise use for advertising purposes;

my name and/or signature

portrait and/or photograph

Videotape/Audiotape

Other imaging

Name of employer and the attached voluntary statement or statements or any part thereof

In the following:

Magazines, Newspapers, Rotogravure sections of publications, booklets, circulars, posters, billboards, radio and/or television scripts, radio broadcast transcriptions and/or telecasts

Websites including but not limited to IHCC website, OTA webpage, course webpages and all of forms of publication or circulation, or any of them in advertising or any other publicity;

and I hereby release said Indian Hills Community College of and from any and all rights, claims, demands, actions or suits which I may or can have against it or them on account of the use or publication of said material.

Student Signature: _____

Date: _____

Occupational Therapy Assistant Program Student Laboratory Participation Agreement

I, (name) _____, agree to participate in Indian Hills Community College Occupational Therapy Assistant program laboratory activities. I will be expected to attend laboratory activities scheduled at on and off campus locations. During the laboratory experiences I will role -play as an OTA and patient. I will be expected to have physical contact with other students while learning various examination skills and therapeutic interventions. Examples of such laboratory experiences include palpation of exposed anatomical landmarks and application of various therapeutic modalities. During the laboratory experiences I agree to follow theories and principles of safe, legal and ethical practice. Safety policies are described in student handbook with specific lectures and orientation occurring in during initial coursework.

Student Signature _____ Date _____

Occupational Therapy Assistant Program Student Clinical Facility Responsibilities

1. The student shall contact his/her assigned clinical site at least two weeks prior to the beginning of the affiliation.
2. The Clinical Instructor at the assigned facility should be notified by the student regarding an absence at least one hour before the start time in the manner designated by that clinical instructor.
3. The student should also report his/her absence to the AFWC using the phone numbers listed on the syllabus or through an email immediately after notifying the clinical instructor.
4. Clinical attendance will be documented in the student's record. The signature page **MUST BE SIGNED BY THE CLINICAL INSTRUCTOR AT THE END OF EACH WEEK.**
5. If a student does not report to the clinical as scheduled or fails to call in, the clinical instructor and the OTA faculty will counsel the student and document session for student's record. **Changes in the clinical schedule, including make- up day must be communicated and approved by the AFWC, the clinical instructor and/or OTA faculty member.**
6. Students failing to comply with attendance requirements may be recommended for dismissal from the program.
7. A release from a physician will be required to return to the clinical following 3 or more consecutive days of absence due to illness/injury.
8. Children may not attend clinical with the parent.
9. Before leaving the clinical site at the end of the work day, the student must report to the clinical instructor.
10. A release form from the physician is required for the student file at IHCC if a student becomes pregnant or experiences a medical condition to ensure safety
11. The student shall conduct him/herself in accordance with the rules, regulations and procedures governing employees of the clinical site.
12. The student shall complete clinical affiliation assignments as directed by the Academic Fieldwork Coordinator.
13. The student is not an employee of the clinical site, therefore, is not covered by Social Security, unemployment compensation or workmen's compensations.
14. The student shall complete assigned clinical activities with the understanding that he/she does not receive a stipend.
15. The student shall be responsible for his/her own health insurance coverage.
16. The student shall be responsible for his/her own transportation to and from the clinical site.

17. The student shall perform data collection and therapeutic interventions within the scope of his/her education.
18. The student shall observe the daily schedule set forth by his/her clinical instructor.
19. The student shall read and follow the clinical attendance policies outlined in the student handbook.
20. The student shall be responsible for obtaining an additional criminal background check as dictated by facility
21. The student shall be responsible for obtaining additional drug screening and flu shot if required by facility.
22. The student shall be responsible for obtaining a physical examination with proof of immunizations/vaccinations prior to beginning the first clinical affiliation.
23. The student shall always introduce themselves to patients and other healthcare practitioners as a student OTA and display their nametag in a prominent manner during clinic.

I have read and understand the above list of student clinical affiliation responsibilities. I agree to abide by the above responsibilities in a positive manner.

Date: _____

Student Signature

Indian Hills Community College

Criminal Activity Waiver- OTA

While enrolled in any Health Sciences program at IHCC, it is expected that students report all child abuse, dependent adult abuse, and/or criminal activity, in which they are involved, to their Program Director at IHCC within forty-eight (48) hours of the incident. Failure to do so could result in criminal charges per Iowa Code and removal from the program.

I understand this policy:

Student Name _____

Date _____

Occupational Therapy Assistant Program Student Physical Abilities Requirements

R – Regularly O – Occasionally

Abilities:	R	O	Measurable Descriptor:
Vision (Corrected/Normal)	X		Ability to Read Documentation, Gauges and Instructions
Color Vision	X		Assessment of Skin, Drainage, Color of Blood
Hearing		X	Auscultation of Lungs and Heart
Sense of Touch	X		Assessment of Tissue Texture
Sense of Smell	X		Assessment of Patient, Drainage, Skin and Body Odors
Finger Dexterity	X		Manipulation of Equipment
Temperature Discrimination		X	Assessment of Temperature
Intelligible Oral Communication	X		Reports, Collaboration with Instructor, Patient Teaching
Pushing	X		100lbs - Equipment, Beds, Repositioning Patients
Pulling	X		50lbs – Equipment, Beds, Reposition Patients
Lifting	X		50lbs – 3 Man Lift of Patient
Floor to Waist		X	50lbs – 3 Man Lift
12" to Waist		X	50lbs – 3 Man Lift
Waist to Shoulder	X		30lbs – Equipment and Supplies
Shoulder to Overhead	X		10lbs – Equipment and Supplies
Reaching Overhead	X		Overhead Equipment
Reaching Forward	X		Use of equipment, Patient care activities
Carrying	X		Equipment and Supplies
Standing	X		Patient Care Activities
Sitting			Patient Care Activities
Squatting			Patient Care Activities
Stooping			Patient Care Activities
Kneeling		X	Patient Care Activities
Walking	X		Patient Care Activities
Running		X	Patient Care Activities
Crawling		X	Patient Care Activities
Climbing	X		Patient Care Activities
Stairs (Ascending/Descending)	X		Patient Care Activities
Turning (Head/Neck)	X		Patient Care Activities
Repetitive Leg/Arm Movements	X		Patient Care Activities, Use of Equipment
Use of Foot and Hand Controls	X		Patient Care Activities, Use of Equipment

**Occupational Therapy Assistant Program Student Physical Abilities
Requirements Sign Off Form**

I have read, understand and accept the above working conditions expected of an Occupational Therapy Assistant student:

_____ I do not need accommodations to perform the physical duties

_____ I feel the following accommodations are needed to perform the physical duties: _____

Signature: _____ Date: _____

Academic Integrity:

Honesty is expected in all actions and activities related to the Occupational Therapy Assistant Program. Cheating is defined as the use of unauthorized resources by a student during a test, quiz, and/or written assignment. This includes using notes, books, or other written information during a test, duplicating someone else's work or solicitation of assist from others. Test questions are expected to be answered without prompts and all written work is expected to be original.

Please be aware that all instructors use a myriad of technologies to check student work for authenticity. If an instructor confirms that a student has plagiarized work in any manner, the student will be subject to consequences determined by IHCC administration and may be removed from the course with a failing grade.

I acknowledge that I have read the Academic Integrity Statement and agree to the policies and procedures stated therein.

Student Signature: _____ Date: _____

Definition and Utilization of the Occupational Therapy Assistant

Definition:

The Occupational Therapy Assistant is a technically educated health care provider who collaborates with the Occupational Therapists to provide services to clients focusing on participation in selected activities to: restore, reinforce and enhance performance; facilitate learning of those skills and functions essential for adaptation and participation; diminish or correct pathology; and promote and maintain health and wellness. The Occupational Therapy Assistant is a graduate of an Occupational Therapy Assistant Associate Degree Program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE)

Utilization:

The Occupational Therapist is directly responsible for the actions of the Occupational Therapy Assistant related to patient/client management. The Occupational Therapy Assistant may assist the Occupational Therapist with evaluation, goal setting, implementation of care and documentation, under the direction and at least general supervision of the supervising Occupational Therapists. The Occupational Therapy Assistant may modify an intervention in accordance with changes in patient/client status within the scope of the established plan of care.

The Occupational Therapy Assistant must work under the direction and at least general supervision of the Occupational Therapist. In all practice settings, the performance of selected interventions by the Occupational Therapist Assistant must be consistent with safe and legal Occupational Therapy practice, and shall be predicated on the following factors: complexity and acuity of the patient's/client's needs; proximity and accessibility to the Occupational Therapist; supervision available in the event of emergencies or critical events; and type of setting in which the service is provided.

When supervising the Occupational Therapy Assistant in any off site setting, the Occupational Therapy Assistant and the Occupational Therapist must follow the guidelines established by AOTA and by guidelines issued by federal and state licensure requirements. The following are links to up to date information.

<http://www.aota.org/en/Practice/OT-Assistants>.

<http://www.aota.org/en/Advocacy-Policy.aspx.state-Policy/Licensure/State-Regs.aspx>.

TO THE STUDENT:

Occasionally you will encounter circumstances requiring assistance or guidance. The following is a partial list of potential problems and who to see:

<u>Problem</u>	<u>Who to See</u>
Difficulty/concern with a specific course	Instructor
Difficulty with course work in general or problems of a general nature	Program Director Associate Dean Executive Dean SUCCESS Center
Concerns about clinical rotations	Clinical Coordinator Program Director Associate Dean Executive Dean
Problems/concerns at clinical site	Clinical Instructor Clinical Coordinator Program Director Associate Dean Executive Dean
Information concerning Policies and Procedures	Program Director Associate Dean Executive Dean
Personal Problems	Program Director Instructor Associate Dean Executive Dean
Concerns about the program	Program Director Associate Dean Executive Dean

Indian Hills Community College
Medication Waiver

I verify that the medication being taken by _____ will not impair his/her performance in the classroom or clinical experience.

Signature of MD, DO, NP, PA

Printed Name

Date

Return completed form to your Clinical Supervisor or Program Director.

Indian Hills Community College Transportation Waiver

I hereby assume responsibility for transporting_____

from_____. I accept responsibility for taking

_____ to the assigned facility for drug and

alcohol testing then transporting the individual to their home.

Driver's signature_____

Printed Name _____

Date_____

Return completed form to your Clinical Supervisor or Program Director

Indian Hills Community College
Drug Test of Minor

I give permission for _____ to have a drug test as required
by the IHCC Health Sciences Division. I also authorize "reasonable suspicion testing of"

Signature of Parent or Legal Guardian

Printed Name

Date

Return completed form to your Clinical Supervisor or Program Director