

**Health Professions Division
Student Handbook
Policies Specific to the
Occupational Therapy
Assistant Program**

2025 – 2027

**Occupational Therapy Assistant Program
Administration and Faculty**

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ACCREDITATION STATUS

The occupational therapy assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-2682 and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. For more information about occupational therapy contact:

The American Occupational Therapy Association, Inc. (AOTA)
6116 Executive Boulevard, Suite 200
North Bethesda, Maryland 20852-4929
(301) 652-2682
www.aota.org

Accreditation Council for Occupational Therapy Education (ACOTE)
c/o AOTA
7501 Wisconsin Avenue Suite 510E
Bethesda, Maryland 20814
(301) 652-2682
www.acoteonline.org

National Board for Certification in Occupational Therapy (NBCOT)
1 Bank Street, Suite 300
Gaithersburg, MD 20878
(302) 990-7979
www.NBCOT.ORG

Florida Department of Health
Board of Occupational Therapy Practice
2020 Capital Circle SE, BIN #C05
Tallahassee, Florida 32399-3255
(850) 487-2098
<http://www.doh.state.fl.us/mqa/occupational/index.html>

Florida Occupational Therapy Association (FLOTA)
P.O. Box 5977
Sarasota, Florida 34277-5977
954-840-FOTA (3682)
www.flota.org

Florida Occupational Therapy Educational Consortium (FLOTEC)
<http://www.floteceducation.org>

Welcome!

Congratulations on your admittance into the Occupational Therapy Assistant Program at State College of Florida! We are excited that you have chosen Occupational Therapy as a health career and that you chose to have State College of Florida assist you with your education. Occupational Therapy is a rewarding and challenging field with diverse opportunities.

You are entering a profession that has a strong heritage of assisting individuals reach their greatest participation in life activities. The aim of the Occupational Therapy Assistant Program is to progress successfully through the courses leading to your preparation as an entry-level Occupational Therapy Assistant. The next two years will be exciting, demanding, and very gratifying. You will be expected to work hard as you study and learn about the profession of Occupational Therapy. This will require a great deal of effort, commitment, and dedication to excellence. We encourage and expect that you will be an active participant in this formal learning process that serves as the beginning of lifelong and continuous learning related to your chosen profession. The faculty and staff are here to help you succeed. If you need assistance, seek out your faculty and college staff to advise and support you.

The Occupational Therapy Assistant Program has developed a handbook to orient you to the policies, procedures, and expectations of the program. You will want to reference the materials included in this handbook throughout the program. This handbook does not replace the State College of Florida handbook which can be found at www.scf.edu but serves as a guide. The information contained in both handbooks applies to the program. Please feel free to contact the program director or your advisor for any questions you may have.

I would like again to welcome you to the Occupational Therapy Assistant Program at State College of Florida

Best Wishes for your Success,

Dr. Julie Bezold, OTD, OTR/L

Program Director

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State College of Florida
Occupational Therapy Assistant Program

SCF Mission

State College of Florida, Manatee-Sarasota, guided by measurable standards of institutional excellence, provides engaging and accessible learning environments that result in student success and community prosperity.

SCF Vision

State College of Florida, Manatee-Sarasota is the region's first choice for innovative, responsive, quality education, workforce training and community partnership.

OTA Program Mission

The OTA program supports the mission of SCF in its goal of focus on student success and innovative teaching. The mission of the occupational therapy assistant program is to provide an engaging learning environment guided by measurable standards of institutional and professional excellence. The program is designed to meet the needs of the community by fostering the maturation of essential skills, knowledge, professional and ethical behaviors, and aptitudes to perform as entry-level certified occupational therapy assistants (COTAs).

OTA Program Vision

The OTA program shares SCF's vision to be the region's first choice for innovative, quality education and to provide a foundational understanding of occupational performance across the lifespan that supports evidence-based practice within their community.

Program Goals

- Recruit and retain qualified students that are committed to becoming Certified Occupational Therapy Assistants
- Provide effective didactic, collaborative, and experiential learning experiences that include opportunities for creative activity and critical thinking. This shall include teaching students to think holistically, following the Person, Environment, Occupation Model, and systematically using the Occupational Therapy Practice Framework as a guide.
- Prepare the graduates to be lifelong learners and evidence-based practitioners.
- Prepare the graduates to articulate and apply therapeutic use of occupations with persons, groups, or populations to improve participation in meaningful activities and occupations. The settings may include home, school, the workplace, community, or other practice settings as informed by the Occupational Therapy Framework.
- Prepare students to be active in professional development, leadership and advocacy, while upholding ethical standards, values, and attitudes of the occupational therapy profession.

- Prepare students to successfully complete the National Board for Certification in Occupational Therapy examination to become Certified Occupational Therapy Assistants and qualify them for licensure.
- Provide experiences that allow students to participate in professional activities through SCF SOTA, as well as the local, state, and national Occupational Therapy organizations.

Student Learning Outcomes

Upon successful completion of the Occupational Therapy Program at State College of Florida, the graduate will be able to:

1. Demonstrate knowledge of the structures, functions, and systems of the human body in addition to signs of conditions commonly seen in occupational therapy practice and recognize the importance of safe practice procedures. (FDE 5, 6, 7, 10)
2. Demonstrate knowledge of global/social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions. (FDE 1, 13)
3. Demonstrate familiarity with current technology available in the profession to support performance, participation, health, and well-being while making accurate, complete, and pertinent observations of client performance and communicate these observations clearly and correctly both verbally and in writing. (FDE 2, 12, 8)
4. Demonstrate knowledge of human growth and development, the impact of the environment, and the importance engagement in occupation has on human performance as well as the effects of disease and disability in the developmental process. (FDE 13, 14, 15)
5. Demonstrate the ability to provide optimal occupational therapy services for culturally diverse clients throughout the lifespan by incorporating therapeutic use of self, including one's personal insights, perceptions, and judgments, as part of the therapeutic process. (FDE 1,4,5,6,7,10,11,14,15,17,18,19)
6. Articulate the role of the OTA and understand the functions of other professions while working interprofessionally with those services who contribute to the maintenance and recovery of health and wellness. (FDE 1,2,9,
7. Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, and family and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion and safety. (FDE 4, 13, 15)
8. Understand the models of health care, education, community and social systems as they relate to the practice of occupational therapy. (FDE 1, 9, 3, 16)
9. Identify how scholarly activities can be used to evaluate professional practice, service delivery, and/or professional issues while promoting lifelong learning to meet the needs of a diverse and ever-changing healthcare environment. (FDE 1, 3, 9, 16)
10. Demonstrate professional behaviors and active involvement in professional development, leadership, and advocacy by understanding and utilizing the AOTA

Code of Ethics and Standards of Practice for a consistent philosophy of ethical responsibility while working with clients, families, and other professionals. (FDE, 3, 16,)

Student objectives will be assessed annually to determine the effectiveness of the OTA program and that the goals of the program are being achieved. Assessment measures include but are not limited to: student course evaluation surveys, fieldwork educator surveys, graduate surveys, NBCOT examination results, and employer surveys.

OTA Program Philosophy:

The philosophy of the Occupational Therapy Assistant Program reflects the mission of the State College of Florida and is guided by measurable standards of institutional professional excellence by providing a dynamic engaging learning environment that facilitates the achievement of educational, professional, and personal goals. The program is guided by the Person-Environment-Occupation (PEO) Model which illustrates how human occupational performance occurs and evolves throughout the lifespan (Law et.al, 1996). This model places a significant emphasis on the interconnectivity between the person, environment, and occupational roles. The person is defined as a unique being who assumes a variety of roles simultaneously. The environment is described as the context in which occupational performance takes place. Environmental factors are aspects of the physical, social and attitudinal surroundings and can either enable or restrict participation in meaningful occupations (AOTA, 2020). Occupations refer to the everyday activities that people do, as either individuals, in families, or within the community, to occupy time and bring meaning and purpose to life. In the OTPF-4, the term occupation denotes personalized and meaningful engagement in daily life events by a specific client (AOTA, 2020). Occupational performance is the accomplishment of the selected occupation resulting from the dynamic transaction among the client, their contexts, and the occupation (AOTA, 2020). Through occupation, people have the ability to develop self-identity while deriving a sense of fulfillment throughout their life.

Occupational therapy education is firmly established in a shared belief that humans develop a sense of accomplishment through mastery and meaningful participation in daily occupations. Furthermore, behavior is established by the dynamic interactions among the individual, the environment, and the requirements of the occupation. The main occupation of the student is education. As with any other occupation a person engages in, it is influenced by the environment (context) in which the learning takes place. When investigating the students' environment, it is important to take into consideration the physical space, social (including rapport with educators and classmates), temporal, and virtual environment. Each of these environmental factors influences the students behavior

and quality of learning. To address this, the learning environment is designed to support optimal occupational performance as they move forward in the program. Specifically, the OTA faculty strive to create a safe, positive, respectful, and participatory learning environment that encourages experimentation and practice to enhance the quality of student learning. The OTA program affirms that learning is an ongoing process that is best facilitated by students' active participation in meaningful tasks that promote a sense of achievement and encourages life-long learning. OTA faculty recognize that students are diverse in age, life experiences, skill, education level, income level, attitudes and beliefs, culture and needs. Faculty will ensure educational activities are purposeful, meaningful, and relevant to the learner by using methods of experimentation, simulation, and role-playing while providing timely feedback. Faculty will act as facilitators to establish goals, clarify expectations, and guide the students towards their end goal of being entry-level occupational therapy assistants. Faculty will act as role models that will inspire and motivate life-long learners by serving the community and the profession while simultaneously asking the same commitment of students.

The educational approach of the OTA faculty is based on the principle that preparing entry-level occupational therapy assistants is a collaborative effort between every student, faculty member, and fieldwork educator. Students are educated through a sequence. Beginning with the foundations of the profession, students will then be presented with challenges to occupational performance. Once they have mastered the challenges, the concepts will scaffold to learning interventions and finally implementing the interventions into practice. At each stage, students are encouraged to be active listeners and to reflect throughout the courses to develop higher clinical reasoning skills. The curriculum supports active learning through hands-on laboratory experiences, community engagement, and fieldwork opportunities which promotes professional growth. Bloom's Revised Taxonomy is the overarching guide for our educational philosophy with the end goal of students acquiring knowledge at higher levels of the Taxonomy. Our commitment to the teaching and learning process is built on several assumptions (described in the revised 2011, Taxonomy):

1. Learning is an active process. The Taxonomy uses “action verbs” to describe the cognitive processes by which thinkers encounter and work with knowledge.
2. Building knowledge is the goal. There are different types of knowledge used in cognition: factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge.
3. Inherent building knowledge is also learning how to learn - creating life-long learners and the ability to transfer knowledge across contexts.
4. Active learning is facilitated through reflection, critiquing, collaboration, and discussion.

5. Teaching students to be reflective and critical thinkers is central to the educational process.

Developed 6/2022

CURRICULUM DESIGN

The curriculum is designed to provide foundational knowledge that will be expanded upon throughout the program while aligning with frames of reference and theories that encourage the growth of well-rounded, life-long learners. The foundational resources that are being applied include: 1.) The Person-Environment-Occupation (PEO) Model, 2.) The Occupational Therapy Practice Framework (OTPF): Domain and Process (4th ed.) 3.) Adult Learning Theory, and 4.) Bloom's Revised Taxonomy. The PEO Model emphasizes the relational significance that the person, environment, and occupation have regarding an individual's occupational performance and ability to participate in meaningful activities (Law et al., 1996). While the PEO Model conceptualizes human occupational performance throughout the lifespan, the OTPF-4th ed. outlines professional guidelines that these future practitioners will utilize throughout their careers. The OTPF-4th ed. discusses the nine areas of occupation and how they impact daily functioning, independence, and quality of life ([*Framework-IV*], American Occupational Therapy Association [AOTA], 2020). Incorporating these foundational resources into the OTA curriculum works to develop graduates who are able to; demonstrate professional and ethical behaviors, demonstrate knowledge of best practices for occupational therapy, identify the roles of occupational therapy assistants and occupational therapists, incorporate knowledge of multiple cultures and diversity into a person-centered practice, utilize critical thinking skills to solve situational problems, facilitate interventions that are evidence-based, understand barriers to occupations, and advocate for the profession while displaying leadership, excellence, success and a dedication to life-long learning. To implement these foundational resources, Bloom's Revised Taxonomy and Adult Learning Theory is applied. Bloom's Revised Taxonomy provides clear objectives to the students on what outcomes are expected (Anderson et al., 2001). Furthermore, it begins with lower-level thinking skills and scaffolds into higher-level thinking skills (Anderson et al., 2001). This will be reflected in the curriculum by beginning with foundational knowledge that students will grow upon throughout each semester. Scaffolding student learning to build upon prior topics helps to synthesize and apply knowledge. When teaching the curriculum, the Adult Learning Theory will be applied. This theory follows the principles that adults need to be involved in their instruction. Experience is the basis for learning, adults are most interested in topics relevant to their lives or jobs and focusing on problem-centered learning compared to content oriented yields better results (Knowles, 1984). This curriculum is

designed to cater to the adult learner to best prepare students to be entry-level occupational therapy assistants. The curricular threads that link each semester through didactic and interactive learning include: Developing the professional, understanding occupation, maximizing occupational performance, community engagement, and effective practice and practice management.

Developing the professional: The faculty at SCF place high regard on the ethics, values and core beliefs that are the backbone of occupational therapy. Because of this, these concepts are incorporated into the foundation of the curriculum to help the students grow as practitioners. The curriculum strives to instill professional behaviors and a commitment to the personal and professional responsibility for on-going enhancement of competence through professional activities. By the conclusion of the program, students will learn to apply principles of leadership, ethics, and responsibility for their role as an occupational therapy practitioner, and be confident in their ability to communicate professionally across multiple healthcare settings.

Understanding occupation: An in-depth review of how occupation impacts normal development, followed by discussions on barriers to mental health, physical health, and accessing the environment. Students will develop the conceptual ability and knowledge to apply occupation to a variety of circumstances to facilitate participation and recognize how an individual's occupation changes based on development, health, and the environment.

Maximizing occupational performance: Occupational performance is the dynamic nature between the person, their environment, and their occupation. Once students understand occupation, they can begin to learn and implement therapeutic use of self, choose client-centered, occupation-based interventions, and demonstrate skill-based competencies. The importance of culture, education, socioeconomic factors, and spiritual beliefs are interwoven throughout the curriculum to facilitate students' ability to work with a diverse group of individuals while utilizing effective interventions and programming.

Community Engagement: The goal of community engagement is to provide students with learning opportunities that support professional growth while servicing the community. Teaching, modeling, and assignments assist students to engage, learn, and reflect on community practice skills.

Effective Practice and Practice Management: As students learn the rationale and need for role delineation, supervision, and documentation across the spectrum of practice settings, they are able to apply that knowledge as they enter practice. Students learn to apply principles of management, collaboration, leadership, advocacy, accountability, responsibility, and evidence-based practice of occupational therapy as it applies to the content of each

course. In order to facilitate effective practice and lifelong learning, students must learn the skills to find and apply research to practice. The scholarship of application is woven throughout all semesters as students develop research skills, learn how to locate supporting evidence, formulate research questions, create poster presentations, and apply scholarship through service learning.

Faculty work together to ensure that these threads are woven throughout each course to the proper degree and level of complexity. Repetition of concepts, skills, and techniques are implemented in lecture and laboratory activities to promote student clinical reasoning and application of client-centered interventions.

Content Sequence:

Bloom's Revised Taxonomy is used as a guide to facilitate progress from beginner to entry-level occupational therapy assistant. The curriculum is developmentally structured and sequenced to support students as they move up the Taxonomy to more complex learning and knowledge construction (remembering, understanding, analyzing, evaluating, and creating) (Anderson et al., 2001). The curriculum begins with the identification of foundational skills and information about occupation, the profession, and practice settings in the first semester and then moves to building an understanding of basic therapeutic skills, techniques, challenges to occupational performance, and initial clinical reasoning. During the final didactic semester, students must synthesize all of the prior information and skills as they use their developing clinical reasoning to analyze, disseminate, and implement client-centered, occupation-based interventions and activities. Level I Fieldwork experiences are scheduled during the didactic semesters in order to enhance student comprehension of classroom learning. Level II Fieldwork makes up the final semester of the program with students having the opportunity to further learn, as well as apply their knowledge and skills in clinical settings. Throughout each semester, the OTPF-4, PEO model, and curricular themes are interwoven into adult learning curricula while utilizing Bloom's Revised Taxonomy in course objectives.

Curricular Flow:

General Knowledge: Reflects broad areas of study to include general education and pre-requisite courses which serve as foundations for the basic premises of occupational therapy. This content is about remembering and recalling relevant knowledge and using it to pursue admission into the occupational therapy assistant program. (BSC 2085, BSC 2085L, PSY 2012, DEP 2004, ENC 1101, Humanities, Mathematics Area II, BSC 2086, BSC 2086L and POS 1041 or AMH 1010, or AMH 1020). General education courses must be completed by the semester identified in the program curriculum but may also be taken and successfully completed prior

to entering into the OTA Program with a minimum of a 2.75 GPA. All occupational therapy courses must be taken in the specific sequence of the program curriculum.

JUSTIFICATION FOR COURSE SEQUENCING

PREREQUISITE COURSES

Students must complete a minimum of four general education courses prior to beginning the occupational therapy assistant classes. Anatomy and Physiology I provides an integrated study of human anatomy and physiology, including the structure and function of cells, tissues, skin, musculoskeletal and nervous systems. This course provides the beginning framework for future course work. Occupational therapy is based on the normal development process and is concerned with human function throughout the lifespan.

Mathematics (Area II, A.S) includes a variety of courses which focus on the study of real numbers, equations, exponents, factoring and graphing, logic, counting principles, probability and statistics, sequencing and patterns, and application. Students may choose a mathematics course from Area II.A.S providing a link between their previous educational experiences and the occupational therapy assistant program. Mathematics enables the student to develop effective mathematical and perceptual skills emphasizing problem-solving, data interpretation, the relationship of groups, and the use of quantitative information which will assist in the development of management of occupational therapy services, especially related to data collection for quality research that promotes evidence-based practice.

General Psychology introduces the scientific study of behavior, principles of motivation, emotions, perception, learning, memory, thinking, personality, and the biological basis of behavior. The course lays the foundation for understanding behaviors seen in the clinical environment. It assists the student to develop effective communication skills while understanding individuals with differing cultures, as well as helping the student to reflect on their professional experiences.

Written Communication I focuses on development in the discipline of writing prose, including learning to use library resources. This provides the framework for documentation as well as a background for organizing and presenting information to clients and client care team members.

FIRST SEMESTER: What is Occupational Therapy?

As students complete sequenced coursework guided by the PEO Model, OTPF-4, Bloom's Revised Taxonomy, and Adult Learning Theory, they learn to define occupations, understand

the impact of occupation on development across the lifespan, and identify how occupational opportunity, in the context of culture and environment, influence occupational performance. Students begin to articulate and understand the purpose, techniques, and parameters of occupational therapy documentation, and recall knowledge of the history, foundational principles, and philosophies of the occupational therapy profession. Students also learn group processes and dynamics while developing presentation skills as they share knowledge of task analysis, grading, and adapting through the teaching learning process. Students participate in their first one-week, Level I fieldwork experience in a clinical setting designed to assist in the integration of didactic learning, and promote competence in skilled observations, problem solving, critical thinking, and participating in interventions.

OTH 1001 Introduction to Occupational Therapy: Introduces the student to the profession of occupational therapy including history and philosophical base and values, standards of practice, service-delivery models, program's mission, curriculum design, frames or references, models of OT practice, the importance of evidence-based practice and understanding research, current issues, emerging practice areas, and professional organizations. The laboratory component of this course provides an opportunity for students to develop observation skills, communication skills, an understanding of medical terminology, and the basics of documentation- specifically the SOAP note writing process. Students will identify strategies for documentation through assignments and observation experiences.

OTH 1114 Occupational Therapy Skills and Techniques I: Introduces students to the occupational therapy practice framework, occupational profile, task analysis, grading and adapting, the teaching-learning process, and gathering and sharing data for evaluating a client's occupational performance. Students identify how occupation is used in the promotion of health and the prevention of disease and disability for the individual, family, and society. Students begin to understand OT models, frames of reference, therapeutic use of self, developing group dynamic skills, self-awareness, empathy, cultural competence, leadership skills, and how group environments affect occupational performance, health or well-being. Students will build an understanding of and reflect upon service-learning while reflecting on personality, insights, perceptions, experiences, judgments, and how it pertains to today's healthcare.

OTH 1856L Level I Fieldwork A: This fieldwork experience exposes students to individuals served by occupational therapy. The integration of the fieldwork experience with the classroom/lecture experience provides an opportunity to link the theoretical learning with real life situations. Students function as participating observers in the clinical setting with emphasis on continued development of their professional behaviors.

SECOND SEMESTER

Students build on the foundational skills learned in the first semester and explore psychosocial and physical health challenges across the lifespan which impact occupational participation and performance. They will begin to utilize clinical reasoning to identify performance problems based on the OTPF-4 performance areas as they apply to specific conditions. Once the problems are identified, they will be able to state those problems in objective, client-centered terms, and then implement strategies based on evidence-based practice to minimize those problems. Students participate in their second one-week, Level I fieldwork experience in a practice setting where they organize and apply knowledge and skills to the pediatric and psychosocial needs of the client.

OTH 1520 Occupational Therapy During the Growth Years: This course provides a thorough background in prevalent disabilities occurring from birth to 21 years. Through laboratory activities, exploration of population-specific evaluations and assignments, as well as student demonstration and practicals, students will begin to use their developing clinical reasoning skills to choose and implement pediatric treatment activities based on the client's occupational performance, environmental contexts, and overall occupational needs. Concepts presented in OTH 1001 are expanded upon in relation to pediatric practice including the OTPF-4 frames of references, the treatment planning process, documentation, and the relationship of occupational therapy to other disciplines in the pediatric practice settings.

OTH 1857L Level I Fieldwork B: This fieldwork experience exposes students to pediatric and young adult populations served by occupational therapy. The integration of the fieldwork experience with the pediatric classroom/lecture experience provides an opportunity to link theoretical learning with real life situations. Students function as participating observers in the clinical setting with emphasis on the development of their professional behaviors.

OTH 1014 Functional Anatomy and Kinesiology: During this semester students will learn and apply principles and techniques of body mechanics, transfers, and human movement utilized in the performance occupation. Students will apply anatomical knowledge learned during the prerequisite Anatomy and physiology course to measure range of motion and complete manual muscle testing. The focus is on performance skills, performance patterns, and the influence of context, activity demands, and client factors. The laboratory experience caters to adult learners by incorporating opportunities for experiential learning, role-playing, and simulation.

OTH 1410 Introduction to Human Disease: Students will learn how a variety of physical and psychosocial conditions and diseases commonly impact client factors and, subsequently,

occupational performance. Emphasis is placed on symptoms, conditions, medical and social supports, and the impact on occupational engagement related to those diagnoses. Students will utilize foundational knowledge to begin identifying potential therapeutic and occupation-based interventions. Content from Anatomy and Physiology I and II are an integral part of this course.

SUMMER SESSION

The Humanities elective enables the student to develop a humanistic approach to health care delivery through the understanding and appreciation of cultural activities such as art, music, literature, and drama as expressions of personal and social experiences. The study of humanities allows the student a greater understanding of human welfare, values, and dignity as well as providing the student an opportunity to participate in creative activities.

OTH1012 Understanding Screening and Assessment in Occupational Therapy Practice:

Students will focus on the process of screening and evaluation as related to occupational performance and participation. This course will allow the student to better understand the evaluation process to determine outcome measures, which will impact their ability to implement appropriate treatment based on theoretical perspectives, models of practice, frames of reference, and available evidence as well as evaluate the effectiveness of the occupational therapy treatment. The laboratory experience caters to adult learners by incorporating opportunities for experiential learning, role-playing, and simulation. This course will be the link between the spring and fall semesters and foster an understanding of the supervision process with the OT as well as the need to develop service competency.

THIRD SEMESTER

During the final didactic semester, students learn to analyze and apply knowledge learned from prior coursework to design and carry out occupational therapy treatment techniques in a variety of mental health and physical disability settings working with persons, groups, or populations. Students have opportunities to use their knowledge of the transactional relationship among the client, the client's engagement in valuable occupations, and the context to provide occupation-based intervention plans. Students learn to apply principles of management, collaboration, leadership, ethics, advocacy, accountability, and responsibility for their practice of occupational therapy. Student performance is demonstrated and assessed as they plan, implement, demonstrate, and document occupation-based interventions for course-specific conditions based on evidence-based research. Students are provided opportunities to apply skills of assessment, clinical reasoning, collaborative treatment, referral planning, and discontinuation concepts throughout demonstrations, practicums, role-playing, and simulation. Fieldwork is embedded within this semester to

provide exposure to psychosocial aspects of health and wellness across the life span, and promote student competence in skilled observations, communication skills, critical thinking, clinical reasoning skills, client interventions, and interprofessional collaboration skills. The integration of this fieldwork experience within the course structure provides students with opportunities to link content taught in core semesters with real-life clinical situations and to apply, analyze, and evaluate the OT process.

OTH 2420 Physical Rehabilitation in Occupational Therapy: Students form an understanding of basic therapeutic skills, techniques, challenges to occupational performance, and initial clinical reasoning. Students continue to build upon their foundational research and documentation skills by applying these skills through case studies and performance-based practicals. Students learn how a variety of physical and neurological injuries and diseases commonly impact client factors, and subsequently, occupational performance. Emphasis is placed on symptoms, conditions, and the impact on occupational engagement related to those diagnoses. Research is used to identify evidence-based OT interventions associated with specific pathologies learned in OTH 1410.

OTH 2300 Occupational Therapy in Mental Health: Students will analyze and synthesize how the person, environment, and occupation subsystems affect mental health and occupational performance. Through written work, presentations, service-learning, practical's, therapeutic interaction, development of mental health occupation-based treatment interventions, documentation, and research, students demonstrate knowledge and understanding of how mental health factors and challenges to mental health may affect engagement in occupational performance. Students will begin to use their developing clinical reasoning skills to choose and implement mental health treatment activities based on the client's occupational profile, occupational performance, environmental contexts, and overall occupational needs.

OTH 1858L Level I Fieldwork C: This fieldwork experience provides exposure to psychosocial aspects of health and wellness across the life span. Students will practice therapeutic use of self, develop group interventions, and will promote Occupational Therapy by educating other professionals, service providers, and consumers. The integration of the fieldwork experience with the mental health classroom/lecture experience provides an opportunity to link the theoretical learning with real life situations. Students function as participating observers in the clinical setting with emphasis on the development of their professional behaviors.

OTH 2261 Occupational Therapy Skills and Techniques II: This course builds on student knowledge of both typical occupational development and challenges to occupation as addressed during prior semesters. Students are provided opportunities to learn and practice a variety of occupation-based intervention techniques and strategies to begin to use their

clinical reasoning skills through case-based application scenarios. Students use evidence-based practice to guide the decision-making process and understand how scholarship can be used to evaluate practice, service delivery, and professional issues. Through practicums, demonstrations, role-playing, simulation, documentation, and assignments, students begin to apply clinical reasoning to plan, choose, and implement interventions designed to enhance occupational performance based on the needs of the client.

OTH 2933 Leadership and Management: This course pulls together information about different practice areas learned in prior semesters and addresses practice management from a practical perspective. Content from this course assists in preparing students for their final fieldwork experiences and the transition from student to clinician through the introduction of common reimbursement guidelines, review or supervisory responsibilities, importance of professional associations, and the development of professional development plans. Students use evidence-based practice to guide their decision-making process and understand how scholarship can be used to evaluate practice, service delivery, and professional issues. Through assignments, research, experiential learning, and discussions with panels of experts in the community, students learn the importance of program planning, advocacy, and program quality improvement.

FOURTH SEMESTER

OTH 2840 Level II Fieldwork A and OTH 2841 Level II Fieldwork B

During the final semester, students participate in two level II fieldwork experiences each focused on a different type of practice setting under the supervision of a qualified OT and/or OTA fieldwork educator. Students will apply knowledge and skills from previous semesters into practice and use critical clinical thinking to develop and perform client-centered, occupation-based tasks that will enhance occupational performance. Opportunities will be provided for students to synthesize, develop, and apply academic knowledge and entry-level practice skills within the fieldwork setting. Upon satisfactory completion of each Level II fieldwork experience, the student will be able to demonstrate the competence of an entry-level occupational therapy assistant.

The Occupational Therapy Assistant Program curriculum at the State College of Florida has been designed so that a graduate will be mindful of the changing dynamics of the healthcare system while being able to collaborate with their clients and the Occupational Therapist in order to implement intervention plans designed to enhance occupational performance. Students will be able to effectively utilize the occupational therapy practice framework and the Person, Environment, Occupation theory to ensure that service delivery is aimed at improving occupational performance. The concept of occupational performance is applied

with increasing complexity within each course as guided by the Revised Bloom's Taxonomy. The high impact practice of service learning is an integral part of how students learn these concepts while developing competency in their developing OT skill set. By scaffolding learning through high impact practice, students gain competency and confidence as they design and create occupation-based interventions during their Level II fieldwork experience. Upon graduation, the student will be prepared to complete all certification and licensure requirements to enter the professional community.

Fieldwork

According to ACOTE 2023 standards, fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model.(C.1.0)

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will:

C.1.12. Length of Level II Fieldwork: Document a required minimum of 16 weeks' full-time Level II fieldwork. Documentation must specify if part-time completion is available as agreed upon by the site and the program. The length of the part-time program must be equivalent in length to a minimum of 16 weeks full-time.

Ensure that the student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.

C.1.13. Qualified Level II Fieldwork Supervisors: Document and verify prior to the start of the Level II fieldwork that the student is supervised by an occupational therapy practitioner who is:

- Adequately prepared to serve as a fieldwork educator.
- Currently a licensed or otherwise regulated occupational therapy practitioner.
- Has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapy practitioner prior to the onset of the Level II fieldwork.

The fieldwork educator may be engaged by the fieldwork site or by the educational program. Document and verify that students completing Level II fieldwork outside of the United States are supervised by an occupational therapist (regardless of title) who graduated from a program accredited by ACOTE, approved by WFOT, or otherwise regulated in the country in which the students are completing fieldwork. The fieldwork educator must have at least 1 year of experience in practice prior to the onset of Level II fieldwork.

C.1.14. Level II Fieldwork Supervision: Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.

C.1.16. Fieldwork Supervision Where No OT Services Exist: Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

C.1.15. Evaluation of Student Performance on Level II Fieldwork: Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student or equivalent).

REFERENCES:

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Walters State Community College. The WSCC curriculum design. Retrieved from <https://ws.edu/resources/pdfs/academics/health-programs/occupational/2022/OTA-student-handbook.pdf>

Developed: 12/10/97

Revised: 2/99, 1/02, 6/02, 5/04, 8/05, 8/09, 9/10, 6/11, 5/14, 5/16, 3/2021, 6/2022

Reviewed: 11/10/99, 6/00, 6/01, 6/03, 6/04, 6/06, 8/08, 4/09, 5/10, 5/12, 5/13, 5/15, 5/18, 6/19, 2/24, 6/2025

Fieldwork within the Curriculum

Application of Knowledge and Skills

Fieldwork is an integral part of the OTA program curriculum. It is the link between a concept and its application to practice. The fieldwork experience is carefully planned so that each clinical experience builds on a prior experience. The faculty, OT practitioners, and students are mutually involved in the fieldwork education and training process. Fieldwork placements provide opportunities for students to utilize both the PEO approach and the OTPF to expand the development of professional and ethical behaviors as well as plan and implement OT services under the supervision of an OT practitioner. To ensure that fieldwork educators and sites are effectively able to conduct SCF OTA program curriculum, mission, and fieldwork objectives, fieldwork site visits, frequent communication with fieldwork educators, and opportunities for consistent access will be required.

Each student is assigned to a fieldwork site for each Level I and Level II experience by the Academic Fieldwork Coordinator (AFWC) keeping in mind the curriculum sequence and student learning needs. This planning process begins when the student is accepted into the OTA Program. Each student meets with the AFWC so that needs and learning styles can be considered in planning their Level I and Level II placements.

Level I A, B, and C

The skills needed to be successful during Level I and Level II Fieldwork are interwoven throughout the curriculum design. Opportunities to practice techniques and apply skills are upgraded throughout the coursework beginning with participation in OTH 1856L. This initial fieldwork experience consists of students primarily observing clients in a physical rehabilitation setting. OTH 1857L provides students with the opportunity to observe and apply developing skills in a pediatric setting. OTH 1858L provides exposure to psychosocial aspects of health and wellness across the life span. Students will practice therapeutic use of self, develop group interventions, and will promote Occupational Therapy by educating other professionals, service providers, and consumers.

Level II Fieldwork Goal

ACOTE Standard for Fieldwork:

“The goal is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy service to clients, focusing on the applications of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings.”

Level II A & B Fieldwork Placements

OTH 2840 (Level II A) and OTH 2841 (Level II B) conclude the program and are the final opportunities for students to integrate and apply their knowledge gained throughout the SCF

OT program curriculum. During this level of FW, the student will analyze, evaluate, and create daily treatments with the patient population assigned at the fieldwork site.

The curriculum culminates with 16 weeks of Level II fieldwork education. This fieldwork experience provides the opportunity to apply skills and knowledge developed during the OTA program and marks the transition between student and entry-level practitioner. Fieldwork sites are selected that align with the profession and program's philosophy, and the program's structure focuses on occupational performance and participation. Fieldwork education is integrated into the total curriculum through the semester structure. The program emphasizes safe and ethical practice, and a firm understanding of the scope of practice of the OTA.

RELATIONSHIP OF FIELDWORK COMPLETION TO DIDACTIC WORK

The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association has established 2023 *Accreditation Standards for an Educational Program for the Occupational Therapy Assistant*. In Standard A.3.3 it states:

The program must have documented and published criteria for successful completion of each segment of the educational program to ensure that students complete all graduation requirements in a timely manner. Graduation requirements must be given in advance to each student. The published documents must include a statement that all Level II fieldwork must be completed within a time frame established by the program. For full compliance with this Standard, all students in the OTA Program at the State College of Florida shall complete all fieldwork within 18 months following completion of academic preparation.

Curriculum and Fieldwork Appraisal

The OTA program will have a continuing system for reviewing the effectiveness of the educational program, faculty performance and student achievement. Faculty effectiveness and performance in their assigned teaching responsibilities will be reviewed by instructor as well as course feedback forms submitted by students upon completion of each semester, surveys from fieldwork educators upon completion of fieldwork, and program graduates following graduation. A qualitative and quantitative study will be conducted to provide information regarding student's graduation rate, performance and pass rate on the National Board for Certification in Occupational Therapy, job placement, job satisfaction, and employer satisfaction rate based on employee performance.

**PERFORMANCE STANDARDS FOR PROGRESSION AND GRADUATION
In the Occupational Therapy Assistant Program
State College of Florida**

Successful participation and completion of the Occupational Therapy Assistant Program requires that the student must be able to meet the demands of the program. Occupational therapy assistant students must be able to perform academically in a safe, reliable, and efficient manner in classrooms, laboratory and clinical situations. The student must demonstrate behaviors, skills and abilities to be in compliance with legal and ethical standards as set forth by the AOTA Code of Ethics and Standards of Practice.

Students acquire the foundation of knowledge, attitudes, skills and behaviors needed throughout the occupational therapy assistant's professional career. Those abilities that the occupational therapy assistant must possess to practice safely are reflected in the standards that follow.

Candidates for the degree must be able to meet these minimum standards, with or without reasonable accommodation, for successful completion of degree requirements.

**STATE COLLEGE OF FLORIDA
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
PERFORMANCE STANDARDS FOR STUDENT ADVISING**

STUDENT: _____

DATE: _____

SEMESTER: _____

ADVISOR: _____

PERFORMANCE STANDARDS RATING SCALE

The following ratings reflect course instructors, faculty, and advisors perspective of the student's standard of performance in regards to behaviors, skills, and abilities.

0: Unsatisfactory: The student does not demonstrate the required level of professional skill. The student's behavior is predicted to interfere with the ability to establish satisfactory therapeutic relationships with patients or effective working relationships with co-workers.

1: Needs Improvement: The student, while beginning to demonstrate the required level of professional skills, needs improvement in either quality or quantity.

2: Satisfactory: The student demonstrates the required level of professional skill.

Standard of Performance	Fall 2025	Comments	Spring 2026	Comments	Fall 2026	Comments
Critical Thinking: <i>Demonstrates critical thinking ability sufficient for professional</i>	0 1 2		0 1 2		0 1 2	

Standard of Performance	Fall 2025	Comments	Spring 2026	Comments	Fall 2026	Comments
<i>judgment and problem solving.</i>						
Applies critical thinking processes to their work in the classroom, laboratory, and the fieldwork experiences.	0 1 2		0 1 2		0 1 2	
Analyzes options prior to making a judgment in during class, laboratory, and in fieldwork experiences	0 1 2		0 1 2		0 1 2	
Uses sound judgment to adhere to infection control and safety procedures	0 1 2		0 1 2		0 1 2	
Demonstrates the ability to identify problems and problem solve a solution. Must be able to reason, measure, calculate, prioritize and synthesize information	0 1 2		0 1 2		0 1 2	
Makes sound decisions based upon factual, evidence-based information.	0 1 2		0 1 2		0 1 2	
Interpersonal	0 1 2		0 1 2		0 1 2	
Demonstrates interest in classmates, faculty, patients/clients	0 1 2		0 1 2		0 1 2	
Respectful to instructor and chooses appropriate times to approach instructor	0 1 2		0 1 2		0 1 2	
Demonstrates skills of collaboration when working with others and participates as part of a team when doing group projects	0 1 2		0 1 2		0 1 2	
Demonstrates ability to listen to others and allows others to express their opinions while remaining open minded to different perspectives	0 1 2		0 1 2		0 1 2	
Demonstrates the ability to provide and accept feedback to others.	0 1 2		0 1 2		0 1 2	
Demonstrates ability to	0 1 2		0 1 2		0 1 2	

Standard of Performance	Fall 2025	Comments	Spring 2026	Comments	Fall 2026	Comments
maintain poise and flexibility in stressful or changing conditions.						
Effectively interacts with diverse populations and personalities	0 1 2		0 1 2		0 1 2	
Modifies performance in response to feedback	0 1 2		0 1 2		0 1 2	
Communication	0 1 2		0 1 2		0 1 2	
Communicates effectively with classmates in simulated laboratory activities and situations for data collection, instruction, and intervention.	0 1 2		0 1 2		0 1 2	
Participates in group discussions to deliver and receive information and respond to questions from a variety of sources. Initiates thoughtful and relevant questions.	0 1 2		0 1 2		0 1 2	
Uses verbal, non-verbal, and written communication to effectively explain and/or demonstrate tasks and techniques to others.	0 1 2		0 1 2		0 1 2	
Interacts and establishes rapport with individuals and groups from a variety of social, emotional, cultural, and intellectual backgrounds	0 1 2		0 1 2		0 1 2	
Communicate effectively in English with patients, families, and other healthcare providers, both verbally and in written form.	0 1 2		0 1 2		0 1 2	
Academic Ability/Commitment to Learning	0 1 2		0 1 2		0 1 2	
Reviewed Degree Works with advisor and identified if any areas are "still needed" for graduation	0 1 2		0 1 2		0 1 2	

Standard of Performance	Fall 2025	Comments	Spring 2026	Comments	Fall 2026	Comments
Completes assigned readings in preparation for class and submits assignments on time	0 1 2		0 1 2		0 1 2	
Demonstrates initiative, motivation, and enthusiasm related to course requirements.	0 1 2		0 1 2		0 1 2	
Demonstrates ability to complete all work without evidence of cheating or plagiarism.	0 1 2		0 1 2		0 1 2	
Attends all class/laboratory/fieldwork experiences as assigned.	0 1 2		0 1 2		0 1 2	
Is consistently punctual to all class/laboratory/fieldwork experiences.	0 1 2		0 1 2		0 1 2	
Independently seeks out learning experiences and takes the initiative to direct own learning.	0 1 2		0 1 2		0 1 2	
Uses adequate and appropriate resources to achieve learning goals.	0 1 2		0 1 2		0 1 2	
Maintains a safe environment in class/lab	0 1 2		0 1 2		0 1 2	
Adheres to code of ethics	0 1 2		0 1 2		0 1 2	
Intellectual Abilities <i>Demonstrates the ability to read, write, speak and understand English at a level consistent with successful course completion and development of a positive patient/client/student relationship.</i>	0 1 2		0 1 2		0 1 2	
Demonstrates ability to comprehend and follow verbal and written instructions.	0 1 2		0 1 2		0 1 2	
Pay attention, without prompting, to teachers, guest speakers, and other classmates during	0 1 2		0 1 2		0 1 2	

Standard of Performance	Fall 2025	Comments	Spring 2026	Comments	Fall 2026	Comments
presentations.						
Consistently meets course requirements of all courses in the OTA Program, passing each course with a grade of "C" or better.	0 1 2		0 1 2		0 1 2	
Demonstrates ability to use proper punctuation, grammar, and spelling	0 1 2		0 1 2		0 1 2	
Affective Learning Skills	0 1 2		0 1 2		0 1 2	
Demonstrates ability to sustain the mental and emotional rigors of a demanding educational program, which includes academic and fieldwork components, that occurs within set time constraints.	0 1 2		0 1 2		0 1 2	
Listens actively	0 1 2		0 1 2		0 1 2	
Demonstrates willingness to accept challenges and go above and beyond.	0 1 2		0 1 2		0 1 2	
Demonstrates willingness to work with others on projects/assignments, sharing the workload.	0 1 2		0 1 2		0 1 2	
Follows guidelines and rules for the program and college.	0 1 2		0 1 2		0 1 2	
Self Care <i>Maintains general good health and self care in order not to jeopardize the health and safety of self and individuals with whom one interacts with in the academic and fieldwork setting. Presents with and maintains a professional appearance</i>	0 1 2		0 1 2		0 1 2	
Wears neat, clean clothing appropriate to setting	0 1 2		0 1 2		0 1 2	
Projects professional images to peers, clients, and supervisors	0 1 2		0 1 2		0 1 2	

Standard of Performance	Fall 2025	Comments	Spring 2026	Comments	Fall 2026	Comments
Maintains professional boundaries	0 1 2		0 1 2		0 1 2	
Meets all health requirements of the OTA Program - Castlebranch is up to date	0 1 2		0 1 2		0 1 2	
Motor Skills <i>Demonstrates the ability to execute motor movements reasonably required to provide general and emergency care and treatment to patients/clients.</i>	0 1 2		0 1 2		0 1 2	
Physically participate in an active 8-10 hour school/work day, consistently	0 1 2		0 1 2		0 1 2	
Independently move from room to room and maneuver in small spaces	0 1 2		0 1 2		0 1 2	
Participate in transfers of patients (children to adult) from a variety of heights and surfaces	0 1 2		0 1 2		0 1 2	
Be able to physically manage self so as not to be a danger to others	0 1 2		0 1 2		0 1 2	
Sensory Capability	0 1 2		0 1 2		0 1 2	
Visually observe with enough acuity (in a variety of lighting conditions) to participate in lab activities, lectures, and clinical experiences.	0 1 2		0 1 2		0 1 2	
Read small print information - such as that can be found on medical equipment	0 1 2		0 1 2		0 1 2	
Hear sufficiently to perceive the normal tone of voice to follow directions, participate in conversations, answer phones and intercoms	0 1 2		0 1 2		0 1 2	
Assess and treat all assigned clients, including palpation of the client	0 1 2		0 1 2		0 1 2	
Auditory, visual, and tactile	0 1 2		0 1 2		0 1 2	

Standard of Performance	Fall 2025	Comments	Spring 2026	Comments	Fall 2026	Comments
abilities sufficient to assess patient status and perform treatments						
Perform responsibilities while in close proximity or in physical contact with others	0 1 2		0 1 2		0 1 2	
Drives or has reliable transportation throughout the program including fieldwork.	0 1 2		0 1 2		0 1 2	

OCCUPATIONAL THERAPY ASSISTANT PROGRAM POLICIES AND PROCEDURES

The Occupational Therapy Assistant students, as representatives of the profession and the college, are expected to conform to the highest ethical principles in their pre-professional functions and relationships demonstrating a professional attitude and professional behaviors in their relationships with faculty, clients, fieldwork instructors and other professionals, administrators, educators and fellow students. The Occupational Therapy Assistant student has the right to expect ethical behaviors and practices from others. It is expected that the student in the Occupational Therapy Program will work to meet the expectations and requirements of the program and be able to follow the policies and procedures of the program, college and clinical facilities leading to a successful outcome. The policies and procedures in this handbook are designed to help the student understand the expectations and demands of the program.

ADMISSION PROCEDURES

A separate application is required for admission to the Occupational Therapy Assistant Program, following application to the College. Instructions for applications for admission to the OTA Program are available on the program website: <http://www.scf.edu/OTA> during the application period (March 1 through June 1). Students are required to read and follow the specific instructions on the website to direct the student through the application process. Applications are accepted and reviewed each spring for the following fall semester.

ADMISSION REQUIREMENTS

In addition to the admission requirements of the College, the following are requirements for admission to the Occupational Therapy Assistant Program:

- A. Earned grade point average (GPA) of 2.75 or better in **ALL** general education courses required by the program.
- B. Satisfactory completion of any remedial coursework needed to be eligible for college/credit level courses. Prerequisite courses may be required for ENC 1101 and Mathematics (Area II Cat A, A.S.). These prerequisites **MUST** be taken **PRIOR** to entry into OTH 1001. Consult the course descriptions in the back of the catalog or the specific department of the College for additional information.
- C. A minimum grade of **"C"** is required on all courses applied to the Occupational Therapy Assistant degree.
- D. Prerequisite courses **MUST** be completed with a grade of "C" or better at the time of application to the OTA Program. Prerequisite courses for the Occupational Therapy Assistant Program

BSC 2085	Anatomy and Physiology I
Mathematics	Area II, A.S. Category A Mathematics
PSY 2012	General Psychology
ENC 1101	Written Communication I

It is strongly recommended to have completed the following co-requisites prior to applying to the OTA program.

BSC 2086C	Anatomy and Physiology II
DEP 2004	Human Development: Life Span
POS 1041	American Government
OR	
AMH 1020	U.S. History 1877 to Present
Humanities	Choose from Area IV A, A.S.

- E. The Occupational Therapy Assistant Program is a **limited enrollment** program. Completion of all or part of the general education courses required in the degree does not guarantee acceptance into the program. Priority will be given to applicants who have completed, at the time of admission, the most general education courses required in the degree. If there are more qualified applicants than seats available in the program, GPA (grade point average) on the general education courses required by the program will be the determining criteria.
- F. Completed College Application. A separate application is required for admission to the college. Students must have an SCF student ID number to apply to the Occupational Therapy Assistant Program.
- G. Official high school or GED Transcripts.
- H. Official transcripts from EACH College attended.
- I. Florida Placement Test scores and/or ACT or SAT scores. Test must have been taken within the last three years (not required if program mathematics and English requirements have been met).
- J. A completed application for the OTA program and the nonrefundable program application fee of \$35.00. This application fee per program is valid for three years. Applications received after December 31 of the third calendar year will require another \$35 application fee.
- K. CAPP Degree Audit must be printed and submitted directly to the Occupational Therapy Assistant Program as part of the application process. (See application instructions on the program webpage at www.scf.edu/OTA)

Upon notification of admission, students are required to complete the following prior to the start of the fall semester:

- 1. A statement of satisfactory physical and mental health and a record of current serum titers verifying immunity from communicable diseases from a licensed physician or nurse practitioner. This form will be provided at the program orientation scheduled after admission to the program.
- 2. A criminal background screening. These forms will be provided at the program orientation.
- 3. Mandatory attendance at the Occupational Therapy Program orientation. Date to be announced in the acceptance letter.
- 4. Successful completion of Basic Life Support for the Health Care Provider offered through the American Heart Association prior to the first fall semester after

acceptance into the program. This requirement can be completed through courses offered by the Corporate and Community Division at SCF. Information regarding course dates, times, location and cost will be provided at the program orientation.

5. All students accepted into the OTA program will submit to a drug screening as a condition for remaining in the program. Random testing will be done at intervals throughout the program.
6. Students may need to submit to additional background checks/drug screenings and other health screening/tests to meet requirements of some fieldwork facilities. Students will be responsible for cost of these tests/screenings.

★ Failure to complete these requirements within the designated time frame will result in withdrawal/dismissal from the occupational therapy assistant program.

The admission policies for the college are found in the current catalog and on the program webpage at www.scf.edu/OTA and apply to all students.

- Once matriculated into the OTA Program, students must comply with the OTA Program policies. Failure to inadequately do so as determined by the Program Director may result in program probation and/or dismissal. Signed acknowledgement of these policies is maintained in the student's permanent file.
Disciplinary action based upon a student's failure to comply with all program related college policies may result in any one of the following actions depending upon the severity of the related issue. (See appendix regarding written warning, probationary status, and program dismissal).

PRIOR WORK EXPERIENCE

Prior work or volunteer experience may not be substituted for any SCF OTA Program coursework.

HISTORY OF FELONY CONVICTION

A felony conviction may affect a graduate's ability to take the NBCOT certification exam or attain licensure. If a student has been convicted, had any adjudication withheld or has any criminal charges in the past other than a minor traffic violation, the applicant will need to get approval from the NBCOT and the Florida Department of Health – Board of Occupational Therapy Practice to take the certification exam and attain licensure. For more information regarding “Early Determination and Character Review” contact NBCOT at www.nbcot.org or call 301-990-7979.

The State of Florida periodically changes the laws in relation to persons with criminal backgrounds being licensed in the state. Each licensing board periodically makes changes in the rules regarding the licensing of individuals with criminal backgrounds thus affecting those who may or may not be licensed in the State of Florida in that particular discipline. Applicants with criminal backgrounds may be accepted into and graduate from the program, but because of changes in the law or rules, may not be allowed to be licensed in the State of Florida once they have graduated.

PROGRAM EVALUATION

Throughout the course of the program, students will participate in evaluation of the OTA courses and instructors. Students will be asked to sign a consent form, which will enable the program to contact future employers to complete a program evaluation survey. Employer surveys will be mailed at six- months post-graduation.

Upon graduation, students will participate in exit questionnaires for program evaluation. Follow-up surveys will be provided to graduates at six months post-graduation. We will also ask your employers to complete a survey related to your performance. The results of these surveys will assist in program evaluation and modification to enhance the program curriculum.

EDUCATIONAL ACCOMMODATIONS:

If a student needs accommodations to develop the mastery skills identified by the Occupational Therapy Assistant Program, it is the responsibility of the student to request an accommodation. The College will provide reasonable accommodation if it does not fundamentally alter the nature of the program offered and does not impose an undue hardship.

If a student identifies they cannot demonstrate the skills and abilities required for a course in the Occupational Therapy Assistant Program, it is the responsibility of the student to request an appropriate accommodation through the Disability Resource Center. The College will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty or are unduly disruptive to the educational process.

Student Responsibilities

1. Meet the Performance Standards and institutional standards
2. Disclose the disability in a timely manner to Disability Resource Center
3. Provide appropriate documentation
4. Inform the Disability Resource Center of accommodation needs
5. Talk with Program Director/Professors about accommodations
6. Request accommodations each semester – please contact the program director and course instructor.

COLLEGE HOLIDAYS – MODIFIED SCHOOL CALENDAR

To meet all accreditation requirements of the Accreditation Council for Occupational Therapy Education (ACOTE) the Occupational Therapy Assistant Program will follow a modified school calendar. Days off identified for the OTA program may be different from those on the Academic Calendar. Fieldwork may require students to work on days not regularly scheduled in the college calendar, requiring students to go to fieldwork on when the college is scheduled to be closed, i.e. Martin Luther King Day. Regular class/laboratory days may be 5 to 8 hours long. Fieldwork days may be scheduled for up to 8-10 hours.

During the final semester of the program, students are enrolled in OTH 2840L and 2841L for Level II fieldwork. During this semester students will start fieldwork prior to the scheduled first day of the semester and will not have a spring break as scheduled in the college calendar. To meet the 80-day accreditation requirement for Level II fieldwork, students will be scheduled for fieldwork on all college holidays and spring break. When students are in fieldwork and the college is closed, SCF faculty will be available in case of any emergency/problem in the fieldwork setting.

STUDENT EVALUATION AND PROGRAM RETENTION

- A. The following grading systems will be used for all OTA courses: Grading Scale for final course grade:

A	=	90 - 100
B	=	80 – 89
C	=	70 – 79
D	=	60 – 69
F	=	59 and below

A minimum grade of “C” is required in all occupational therapy assistant courses. Students who do not achieve a minimum grade of 70 in any course required by the program will not be able to progress in the OTA program.

- B. A student who does not complete an OTA course with a grade of “C” or better will be dismissed from the program. The student has the option to reapply to the program (see Readmission Policy) to repeat that semester’s courses. Courses in

the OTA program are only offered one time per year so a student will need to wait until the next application cycle to reapply. Readmission is based on space availability. If space is available within the next cohort and the student has met all readmission requirements, the student will be readmitted.

- C. When a student is granted a grade of “Incomplete” in a course, the grade must be changed to a passing letter grade prior to the first day of class of the next semester that OTA courses are offered. Students unable to complete an OTA course prior to the first day of class the next semester will fail the course and will not be allowed to continue in the program. In this situation the student has the option to reapply to the program (see Readmission Policy).
- D. Individual course syllabi define evaluative components for each course. Syllabi will be provided on the first day of each course.
- E. **Failure to maintain a 70% average in all co-requisite courses before fieldwork experiences may result with the student not progressing to Level I fieldwork experience. If fieldwork time cannot be completed prior to the end of the semester, the student may be withdrawn. See readmission policy.**
- F. All OTA students are expected to demonstrate ethical and professional behaviors and attitudes at all times. Failure to do so will result in the student’s immediate dismissal from the course in which the inappropriate behavior(s) were demonstrated and termination of the fieldwork component of the curriculum.

OTA Program Advising Policy

All currently enrolled OTA students will be assigned an OTA Program faculty advisor. Students will have an individual advising session with their faculty advisor at a minimum of one time per semester. The advising sessions will emphasize the student’s strengths and areas for growth academically and professionally in preparation for fieldwork. By midterm, your advisor will notify you if you are performing below expectations and recommend a course of action. During the final semester, The AFWC provides ongoing advising through weekly communication and an onsite visit at midterm or as needed.

OTA PROGRAM PROBATION

Probation is a warning that academic and/or clinical performance is not adequate and remediation measures are expected. A student can be placed on program probation at any time during the OTA Program. Students will be given written notification of probation and the reason for the status.

Probation will be imposed as disciplinary action for instances such as excessive absenteeism or inappropriate attitude and conduct in the classroom, laboratory, or clinical areas. Consultation sessions will occur between the student and the instructor as needed due to academic or clinical deficiencies.

Written warnings or reprimands will be issued prior to the probation notice, however, if the offense is of significant nature, a probationary status can be the initial notification.

If a student is placed on Program probation, the terms of the probation will be explained to the student, a copy will be provided to the student, and a copy will be placed in the students OTA Program file. Students will be required to sign the probationary letter. Signature does not indicate agreement with the terms, but confirms that the student has reviewed the information and understands the requirements for successful probation completion.

Terms of Probation

Terms of probation may include, but are not limited to:

- Scheduled meetings with the Program Director and/or individual faculty members
- Themed papers (example: prepare a paper that outlines the AOTA Code of Ethics and its implications for student practice)
- Conditions placed on absences and tardiness for OTA classes
- Score requirements on certain portions of the Professional Behavior Competence Document (Example: Student must achieve a “Yes” or “Needs Improvement” on personal hygiene and respect of others to meet probationary conditions)

Consequences of Probation

If a student on probationary status meets 100% of the probation requirements, probation status is lifted and the student continues the Program. Probationary letter remains in the OTA student file.

OTA Program faculty reserve the right to determine appropriate consequences if probationary requirements are not met to the full satisfaction of the faculty. Consequences will be determined on a case-by-case basis. Consequences include, but are not limited to:

- Dismissal from the Program
- Delay of Level II Fieldwork

CRITERIA FOR DISMISSAL FROM THE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

A student may be immediately dismissed from the Occupational Therapy Program for:

- A. Falsification of records and reports; plagiarism, and/or cheating on an examination, quiz, or any other assignment.
- B. Unethical behavior. The faculty reserves the right to dismiss any student whose personal integrity, health or behavior, as determined by the Performance Standards for progression and graduation in the OTA Program, impedes their performance in the program.
- C. Unsafe practice or unsatisfactory performance. Students considered by the faculty and/or fieldwork educators to be unsafe practitioners or whose progress in meeting program objectives is judged unsatisfactory may be dismissed from the program. The student will be placed on probation by the faculty when any behavior is observed that places the student at risk of failure and/or dismissal from the Occupational Therapy Program. (See Probation Policies in this handbook).

Withdrawal Policy:

In accordance with the State College of Florida policy, as stated in the college catalog, students may withdraw from any course, or all courses, without academic penalty, by the withdrawal deadline listed in the State College of Florida academic calendar. Students should take responsibility to initiate the withdrawal procedure but are strongly encouraged to talk with their instructors before taking any withdrawal action. In addition, students should note that faculty may also withdraw students for violating policies, procedures or conditions of the class, as outlined in individual class syllabi and such action could affect financial aid eligibility. No refunds are permitted for withdrawn courses.

Academic Standing Appeal and Appeal of the Withdrawal Policy processes can be found on the following link: [Registrar | State College of Florida, Manatee - Sarasota](#)

READMISSION POLICY

Students may be readmitted to the OTA Program ONLY ONE time. Readmission is on a space available basis and is not guaranteed.

A student may reapply to the OTA program within two years of withdrawal. In cases of significant curriculum revision, courses that have been redesigned or changed in sequence will need to be repeated. Students who are readmitted will be retested in the basic skills up to the withdrawal point in the program to assure competency in didactic information and practical skills.

Health Certification:

1. Must be completely redone if the student is out of the Program more than two long semesters (Fall and Spring). If 2 semesters or less, the student's health form must be complete prior to acceptance for re-admission.
2. A tuberculosis skin test must be done annually. Chest films are good for five years. Anyone with documented prior positive TB skin test (TST) will need to complete a Symptoms Assessment Form yearly.
3. All documents must be uploaded into Castlebranch.

CPR Certification:

1. Certification is good for two calendar years. The student must maintain a current CPR certification while enrolled in the OTA Program.
2. If the current certification expires prior to the anticipated graduation date, the student will be required to complete another CPR course while in the program.
3. Failure to maintain a current CPR certification will result in immediate withdrawal from all fieldwork courses, and dismissal from the program.
4. Documentation of the completed course must be uploaded into Castlebranch.

Drug Screening:

1. Drug Screen is required yearly by the program. A student returning must complete the drug screen prior to the start of classes of the semester to be readmitted and downloaded. The student will be provided with a timeframe to complete the drug screening.
2. The student is responsible for the cost of the drug screen. Students may also need to repeat the drug screen if required by the assigned fieldwork placement.

Criminal Background Check:

1. Background check must be completely redone if the student is out of the Program for two long semesters (Fall and Spring). Students may also need to repeat the criminal background check if required by the assigned fieldwork placement.
2. Students will be responsible for the cost of the background check and drug screen which must be completed prior to the first day of class. Specific dates for completion of the background check will be provided to the student at time of acceptance for re-admission to the program.

Readmitted students who return to the program will be held to the policies, procedures of the current college catalog and student handbook as well as the current curriculum that is in place for the semester in which they are returning

Readmission after enrollment in the first semester in the program:

Any student who previously was accepted and initiated taking courses in the OTA Program, but withdrew or did not successfully complete the courses in the first semester of the program, will not be eligible for advanced placement. This student will need to re-apply to the program during the March 1 – June 1 application window and will be considered for admission with the pool of “new” applicants for the fall semester.

Readmission with satisfactory grades:

Any student who leaves the program because of personal and/or health reasons but has maintained satisfactory grades while in the program must reapply to return to the program. Students who wish to exercise this option, **MUST COMPLETE** the readmission application and **MUST** make an appointment with the program director **PRIOR** to the **start** of the semester **before** the anticipated re-entry date. At the meeting the program director will provide advisement of areas to review and/or study before returning to the program.

Readmission with unsatisfactory grades and/or unprofessional/unethical behaviors:

Any student who leaves the program because of unsatisfactory grades and/or unprofessional/unethical behaviors, has the option to apply to re-enter the program and repeat the unsatisfactorily completed course(s). Students who wish to exercise this option, **MUST COMPLETE** the readmission application and **MUST** make an appointment with the program director **PRIOR** to the **start** of the semester **before** the anticipated re-entry date. The student and program director will develop an **Educational Plan** to focus on remediation of skills. This plan must be completed with specific criteria to demonstrate satisfactory remediation prior to the start of the semester the student is to take courses. The Educational Plan may include demonstration of skills, assignments, written exams and practical exams as well as expectations for professional behavior. Failure to complete the Educational Plan based upon the established criteria for success will cause the student to forfeit the option of re-entering and continuing in the OTA Program. Students who exercise this option are advised that courses in the Occupational Therapy Program are only offered once a year. Therefore, the student must wait one year to re-attempt courses. Students who successfully complete repeated courses will be allowed to continue in the program from the point in the curriculum where they originally exited. If a student fails to successfully complete a repeated course, they will be dismissed from the program and will no longer be eligible for re-admission.

The readmission options can only be used one time while enrolled in the program.

COURSE SYLLABI AND STUDENT LEARNING OBJECTIVES – DAILY COURSE PLAN

On the first day of each occupational therapy assistant course, students shall be given a course syllabus including general and specific objectives for the course and a daily course plan. The objectives will describe the proposed outcomes by the end of the course and will include pertinent information regarding course requirements, evaluation methods/grading procedures and required texts. Specific fieldwork objectives have been developed and will be used to evaluate the intended outcomes of each specific fieldwork experience. The daily course plan will include listings of daily class topics and/or laboratory activities, and specific dates for quizzes, examinations and assignments. These documents should be used by the students while enrolled in each specific course as a guide to prepare, study, and organize their time and materials for each lecture and to understand the criteria for successful completion of the course.

Fieldwork manuals will be provided to each student and each fieldwork educator prior to the start of each fieldwork experience. This manual will include specific objectives for the fieldwork experience, assignments and evaluations. The fieldwork manual will be reviewed with the student prior to the start of each fieldwork experience. Onsite visits and/or phone calls will be made to all fieldwork sites and at that time the fieldwork educators can ask questions or clarify points regarding the fieldwork manual. New fieldwork educators will be provided an opportunity to meet with faculty prior to the experience to discuss the manual and fieldwork experience.

POLICY FOR PRACTICAL EXAMS

1. Students will be given an assigned time to take each practical exam.
2. Time will be scheduled to review the case for the practical exam, to engage with a patient and perform the required skills and then to document the treatment session.
3. If a student scores below a 70 on the practical exam they will be given a second chance to take the exam. This will be scheduled with the instructor no more than three weeks after the practical exam.

4. On the second attempt, the student will be scored in the same manner and with the same grading sheet used for the original practical exam. The student must score a grade of 70 or better to pass the practical exam and continue in the course/program.
5. If the student scores higher than a 70, they will receive that feedback but will only be able to receive a maximum passing score of 70 regardless of their performance.
6. Students with an unexcused absence from the practical exam will be given a second date, and it will be scored as a repeat exam. This student will not be provided with a second chance to repeat the practical exam.
7. Students must pass each practical exam with a score of 70 to pass the course. Failure to score 70 on a practical exam will result in failure in the course regardless of other work completed.
8. Students with an unexcused absence from the retake practical exam will not be given another opportunity to retake this exam and will receive a grade of “zero” for the second attempt. Failure to score a grade of 70 or higher on the practical exam will result in failure of the course regardless of other coursework completed.
9. Any student who fails a practical exam (first attempt) will immediately be put on probation. A meeting will be scheduled with the course instructor(s) to discuss the terms of probation and resources available to them prior to the retake exam.
10. All practicals will be video recorded for teaching and learning purposes.

ASSIGNMENTS

Reading assignments as indicated on the daily course plan is required to be completed prior to the scheduled class/laboratory. The lectures and labs are designed to expand and build on this background of knowledge.

All assignments are due on the date specified in the daily course plan.

Reading assignments as indicated on the daily course plan are required to be completed prior to the scheduled class/laboratory. The lectures and labs are designed to expand and build on this background of knowledge.

Late assignments will receive a grade of zero, with no exceptions for partial credit.

Despite receiving a zero, students are still required to submit all assignments by the final day of the course. Failure to submit all required assignments, regardless of grade, will result in a final course grade of “F.”

This policy is designed to uphold academic accountability, ensure students engage with all course material, and maintain consistent standards across the program.

If you anticipate a legitimate conflict or emergency that may interfere with meeting a deadline, it is your responsibility to communicate with the instructor in advance of the due date.

Assignments have been designed to provide the student with an increased understanding of concepts and theories in occupational therapy and also provide the means for practicing skills, especially documentation. There is a purpose for every assignment!

All assignments, including those that will be reviewed in class, are to be written independently. Assignments identified as being copied from another student will be viewed as plagiarism. This may result in dismissal from the program. Group assignments, specifically designed by the course instructors, are the only projects to be worked on collaboratively. Specific instructions and guidelines will be provided for all assignments.

Assignments will be graded based upon content (thoroughness, quality), presentation (neatness, clarity), and technical components (spelling, grammar, and punctuation). It is the student's responsibility to seek assistance to improve his/her writing skills as needed. Since students will be writing in hospital/medical/educational charts, it is important that proper grammar/sentence structure be utilized. The best time to put proper English language usage into practice is in papers handed in to the course instructors. If poor technical components do not improve throughout the semester, this may impact the student's ability to successfully complete a course with a grade of "C" or better.

There may be variation in the assignment policies for specific courses. When this occurs, the instructor will include written assignment policies on the daily course plan which is provided to students on the first day of class and/or documented in CANVAS.

Objective Assessment Testing Policy

Objective assessment of student learning is integral in meeting the academic standards set by ACOTE as well as measuring a student's understanding and application of the material. In order for students to be adequately prepared for the NBCOT, students must demonstrate a minimum achievement on all objective assessments. Objective assessments include quizzes, tests, and exams during the didactic portion of the program.

Students must achieve a grade of 70 or higher on all objective assessments to demonstrate content mastery. The student's grade will be recorded as their first attempt on all assessments. If 70% is not achieved, students will have 2 opportunities to retake the assessment to demonstrate mastery.

ONLINE QUIZZES, EXAMS AND/OR ASSIGNMENTS

The college LMS (Learning Management System) – CANVAS – is utilized for Occupational Therapy Assistant Program courses to enhance learning opportunities. Students completing assignments, quizzes and/or exams on CANVAS must adhere to the following:

1. Students will be given an assigned time to complete each assignment, quiz and/or exam. This timeline will include a date/time when the task is open and the date/time it is closed.
2. If you have a computer issue while working on any assignment/quiz/exam, you can use computers on campus (ARC, Library, etc). If you are having technical difficulties with CANVAS contact the HELP Desk at 941-752-5357 or email: helpdesk@scf.edu. You can also contact CANVAS directly for help – 844-920-2764. A help button is found on the left side of the CANVAS screen for each course. Technical difficulties at the due date/time are not an excuse for late assignments.
3. Dates/times for assignments/quizzes/exams will not be extended. If you miss the due date a grade of “zero” will be received. There is no grace period for online quizzes/assignments/exams.
4. All assignments/quizzes/exams will have specific instructions which you must follow to receive full credit. If you have questions regarding the task, contact the course instructor.
5. All assignments, quizzes and/or exams completed on CANVAS are to be done **individually**. Online assignments do not equate to group assignments. Any tasks which are to be completed as a group will be designated as a group activity in the task description. **If it is identified that a student/students worked together on an assignment, quiz or exam in CANVAS, these students will be given a “zero” for the assignment and may be dismissed from the program for cheating/plagiarism.**

POLICY FOR CONTESTING EXAM, QUIZ, ASSIGNMENT GRADES

The OTA program encourages students to communicate with course instructors. There are times when a student does not understand a grade provided on an assignment and/or feels that something was graded in error.

As a student you have the right to question any grade received, however this needs to be done in a timely manner. Faculty/instructors are encouraged to provide written feedback on all assignments and to review quizzes/exams in class.

If a student would like to contest a grade, the follow procedures must be used:

If a student would like to contest a grade, the follow procedures must be used:

- a. Read through all feedback provided by the instructor
- b. Contact the instructor to set up a meeting to discuss the quiz/exam/assignment. This contact must be made no later than 1 week from the date the assignment/quiz/exam was returned. The student **MUST** contact the instructor via email, phone or in-person to set up this meeting.
- c. Identify the areas of concern and provide evidence to support your answers. This evidence must be in writing and with a source.
- d. The faculty/instructor will meet with the student no later than 1 week past the date of the student’s request.

- e. If the student feels that the problem/concern is not resolved, contact the program director and set up a meeting to discuss concerns. This must be scheduled no later than one week after the student faculty meeting.
- f. If a student fails to contact the faculty/instructor within the first 2 weeks after receiving the grade, the assignment can still be reviewed with the instructor as part of the teaching learning process but the grade cannot be contested.

POLICY FOR GUEST SPEAKERS

Guest speakers will participate in your learning experience. We are fortunate to have many community members who will share their expertise with you. When a guest speaker is part of a course, student are required to meet the following requirements:

1. All students are required to wear your program uniform during guest speaker presentations.
2. Material presented during a guest lecture is part of the course content and you will be held responsible for all information provided by the guest speaker related to clinical application and assessment (material will be included on exams and quizzes).

RELIGIOUS OBSERVANCES

Students who expect to be absent due to religious observances must provide their instructor with advanced notification of the absence, in writing stating the purpose and anticipated length of absence by the second week of class. At that time the instructor and student will meet and will agree upon a reasonable time and method to make-up any exams/classwork missed on these days.

USE OF THE CLASSROOM/LABORATORY

Rules for Classroom/Laboratory use are posted in the OTA classrooms and OTA/PTA study rooms. If any student has a question regarding these rules please contact the program director or any OT faculty.

1. Use of the laboratory outside of scheduled class/laboratory hours requires the presence of an OTA/PTA faculty member in the building.
2. Open laboratory hours are posted in the classroom/laboratory. Additional laboratory hours can be scheduled with the OTA/PTA academic department secretary or with the instructor. Any student desiring additional practice with laboratory equipment is requested to make arrangements with the course instructor.
3. All students utilizing Open laboratory hours MUST sign in and out with the academic department secretary.
4. Equipment and supplies are to be used for laboratory sessions, practical examinations and student practice only. Under no circumstances will equipment be used for treatment of individuals not enrolled in the OTA Program.

5. Equipment and supplies will be used according to the course sequence. Students may not use equipment and supplies for which they have not yet been trained in the OTA Program.
6. Students are responsible for the tidiness of the equipment and laboratory. Students will clean the equipment and laboratory after each class. Equipment will be put back in the proper containers and closets. If a student notices a shortage of supplies or faulty equipment, the student is responsible for notifying the instructor/program director immediately.
7. Faculty and students are required to follow standard precautions at all times.
8. Priority use of equipment is for scheduled laboratory sessions. If a student wants to use equipment when a laboratory session is scheduled, they must check with the instructor to see if the equipment is available for practice.

LOCKERS

Lockers are available in the bathrooms in Building 28 for student use. These lockers are restricted for students in the OTA and PTA programs only. The student will identify the number of the locker that they wish to use and request that this locker be assigned to them for the academic year with the department secretary. Students are responsible for providing their own locks. **All locks must be removed and lockers emptied at the end of each semester.** At the end of the semester, students will be reminded to empty lockers. If lockers are not emptied after proper notice, the lock will be removed and any items left in the locker will be discarded. If a lock is placed on an unassigned locker, the lock will be removed and the contents of the locker discarded. SCF faculty/staff are not responsible for any items placed in these lockers.

ATTENDANCE POLICIES

Classroom Attendance

Students are expected to attend and be on time for all classes, labs and Fieldwork experiences. Instructors have observed that a student's ability to follow attendance policies often predicts academic and Fieldwork performance.

In order to facilitate the best performance from each student, Instructors will Require that all students communicate via text/voicemail/email/another student with the instructor if running late. This will count as a tardy.

Mark the student as absent if he/she is running late and does not contact the instructor

Excused Absence

- ☐ Student sick: Doctor's note required
- ☐ Student's child is sick: Doctor's note required
- ☐ Immediate family member is sick or requires immediate medical attention: note from hospital staff person required

- ☐ Death in immediate and/or extended family

Unexcused Absence

- ☐ Anything not listed under excused absence

Tardy/Absence Calculation

- Two (2) tardies = 1 absence
- Three (3) unexcused absences or a combination of tardies and absences that equal a total of three (3) unexcused absences in one class = Instructor to lower final grade by 10%, greater than three (3) unexcused absences in one class will result in course failure with a grade of an “F”
- A total of 5 absences (excused, unexcused or combination) for all OTA classes = student must meet with OTA Advisor and Program Director to discuss strategies for program completion.
- Greater than five (5) unexcused absences or a combination of tardies and absences that equal a total of greater than five (5) unexcused absences for all OTA classes = program dismissal

Presentations

Presentations are an integral part of the teaching/learning process. Students who do not present on the day they are assigned disrupt the teaching/learning process and affect classroom continuity and learning. Most courses require students to participate in both individual and group presentations. The following applies:

Individual Presentations

If a student is unable, for any reason, to present their assignment as scheduled, they must contact the instructor as soon as possible, BEFORE class is scheduled to begin. This is important for all assignments, but especially individual presentations. For individual presentations, the instructor must be able to have adequate time to prepare material to cover your presentation. In cases of emergency, instructor discretion applies. If a student is absent on their scheduled presentation day (individual or group), the student must

provide a medical excuse signed by a physician. If the student does not contact the instructor in a timely manner (BEFORE class is scheduled to begin, allowing for adequate instructor preparation time) or is absent for an unexcused reason, he/she will receive a grade of “0” for that assignment.

Group Presentations

All presentations will begin at their scheduled time. If a group member is tardy/absent, the group will still present at their scheduled date/time. Group members are expected to be familiar with the entire presentation and be able to share the information as scheduled. If a group member is tardy/absent and the group is unable to share all information per assignment guidelines, the group grade will be affected. If the absent group member has an unexcused absence, they will receive a “0” for the assignment.

Fieldwork Experiences

The fieldwork experiences scheduled in this program are an integral part of the learning experience. These experiences provide an opportunity for the learner to practice newly acquired knowledge and skills under supervision.

Each fieldwork experience is based on completion of a specific number of days. It is essential that the student be present at the facility on every day scheduled. Hours for each fieldwork experience will be established by the fieldwork educator based upon facility requirements and their schedule. The scheduled hours for fieldwork are **not** negotiable to the student. Regular fieldwork days may be scheduled up to 10 hours per day depending on the demands of the fieldwork site. Please plan to make arrangements prior to the start of the field work experience so you will not arrive late or need to leave early. If the student must be absent from fieldwork experience, they are expected to notify the designated fieldwork educator at the fieldwork site and the Academic Fieldwork Coordinator at SCF prior to the start of the regular fieldwork day. If you are unable to speak to a person, leave a detailed message and then call again to speak directly to your fieldwork educator and the academic fieldwork coordinator. All absences from a scheduled fieldwork experience must be made up to complete the course requirements.

Absences from the fieldwork experience may prevent the student from completing the minimum required time for the fieldwork experience (according to “Accreditation Standards for An Educational Program for the Occupational Therapy Assistant and the program requirements). Absences from fieldwork will impact the student’s ability to receive the full potential benefit of the learning experience, and the student’s absence may adversely affect client treatment or clinic routine. The Program Director/Academic Fieldwork Coordinator must be notified of all absences. The student **must** “make-up” the time lost or may be discontinued from the fieldwork experience by the fieldwork and/or academic faculty or the program director. The fieldwork site/educator reserves the right to dismiss a student from a

fieldwork experience because of unexcused/numerous absences that are disruptive to the clinical environment.

The fieldwork or academic faculty has the right and obligation to request the withdrawal of any student for violation of any rule, regulation or policy of the Health Care Facility or breach of confidentiality or other misconduct (Student Experience Agreement). All OTA students are expected to demonstrate ethical and professional behaviors and attitudes at all times as defined by the **Performance Standards for progression and graduation in the OTA program**. Failure to do so will result in the student's immediate termination from the clinical component of the curriculum.

Patient/client treatment is the primary responsibility of all fieldwork settings. If a student is unprepared or disruptive to the fieldwork setting, the Academic Fieldwork Coordinator and the OTA faculty must be notified. The AFWC and OTA faculty will meet/conference with the fieldwork educator(s) and the student to discuss the concerns. Following the conference, it will be determined whether the student will be able to continue in the fieldwork experience, whether another placement would be more appropriate or whether the student needs to be dismissed from the fieldwork experience and repeat the course the next time it is offered. If a student is allowed to continue in the fieldwork experience, an educational contract will be developed to clearly outline the criteria for successful completion of the experience.

The student is expected to comply with the regular work hours of the fieldwork setting to which they are assigned. A student will not be permitted to leave the fieldwork setting early on a regular basis for any reason. The student is expected to schedule personal and job commitments, etc. around the fieldwork schedule. If a student refuses to comply, the fieldwork experience will be terminated and the student will fail the course. All changes/modifications in fieldwork hours must be approved by the OTA program director and/or the Academic Fieldwork Coordinator prior to the date it will occur.

Attendance Guidelines for the Fieldwork Experience

1. Students **MUST** complete all scheduled fieldwork hours. Any absences **must** be made up prior to the end of the semester to meet program requirements.
2. Students **must notify the fieldwork educator and the Program Director/Academic Fieldwork Coordinator of any absence prior to the start of the scheduled fieldwork day.**
3. If a student cannot arrive on time, the student must also notify the fieldwork educator, Program Director/Academic Fieldwork Coordinator as soon as possible and inform them of the anticipated time of arrival at the site. Students who arrive late may need to make up the entire day.
4. Habitual tardiness and absenteeism will impact the student's ability to complete the required hours in the fieldwork setting. This will result in a possible reduction of the course grade and/or administrative withdrawal from the course.

DRESS CODE REQUIREMENTS

The OTA Program at SCF prepares students to enter the healthcare profession.

Students are representing SCF and the profession of Occupational Therapy on and off campus and are required to dress and behave in a professional manner. See the Fieldwork manual for fieldwork specific dress code.

PROFESSIONAL APPEARANCE

Students are expected to dress in a conservative and professional manner.

Proper personal hygiene is expected at all times:

Nails should be short and well groomed.

Students' hair should be arranged so it doesn't interfere with patient treatment or the safety of the student or the patient. Long hair should be kept pulled back neatly away from the face.

Males must be clean shaven (beards or mustaches must be well groomed).

No perfume or cologne is to be used. Clients/patients may have an allergic or other negative response to certain odors.

Wedding rings and small earrings only are permitted. Multiple finger rings and large dangling earrings are inappropriate for the clinical setting for reasons related to safety and infection control. Other body jewelry is inappropriate for the clinical setting. Tattoos must not be visible while in the clinical setting.

Remove hats (men and women)

Clothes should be clean, neat, and unwrinkled

Shoes should be conservative-no spikes, sandals or open toed shoes

No exposed undergarments

No jeans with holes

No short shorts

PARTICIPATION IN CLASS

Be prepared and read assignments prior to class; review important ideas in reading

Participate in class discussion with pertinent information and in a professional and timely manner.

No studying for other tests in class

No working on projects or presentations on other courses in class

No texting or cell phones in class unless arrangements have been with the instructor in advance.

ATTITUDE

Be professional, polite, show interest, and actively participate.

Disruptive behavior in the classroom that obstructs or disrupts the learning environment is defined as, but not limited to:

Offensive language

Harassment of students or professors

Repeated outbursts from a student which disrupts the flow of instruction or prevents concentration on the subject being taught.

Failure to cooperate in maintaining classroom etiquette

Text messaging/Smart watch

Continued use of any electronic or other noise or light emitting device which is disturbing to others.

Students who are removed from class for disruptive behavior will not be allowed to return until the issue at hand is resolved.

USE OF CELL PHONE IN THE CLASSROOM

The use of cell phones is prohibited. The faculty has determined that cell phones disrupt the academic process.

Students who are required to carry cell phones for employment and/or family responsibilities must inform the instructor at the beginning of the semester concerning the necessity for the phone. The instructor and student will discuss the need/s for the phone, and a decision will be made by the instructor concerning its use.

Students may not text during class

Smart watch-Students will be given a warning if continuous use of smart watch is noted in class as this is distracting to the instructor, student, and students nearby.

In all cases relating to the use of cell phones in the classroom is at the instructor's discretion and the instructor will determine if the use of a phone constitutes disruptive behavior.

SAFETY POLICIES AND PROCEDURES

As required by the Accreditation Council for Occupational Therapy Education (ACOTE), Standards: policies and procedures regarding appropriate use of equipment and supplies that have implications for the health and safety of clients, students and faculty are provided below.

Proper Attire: Lab attire will be determined by instructor per lab course.

Different courses require different types of lab attire; otherwise normal class attire is acceptable.

Safety Rules:

General: Avoid danger by using common sense. Some people accept a greater risk of danger in order to work faster, more conveniently, etc. Do not hurry and cut corners on safety. The most obvious safety rule is to be careful. Pay attention to what you are doing and do not rush. Repetitious jobs are more likely to cause inattention.

Do not operate a piece of equipment until the instructor has demonstrated how it is to be used. Housekeeping:

- **Clean up your work area at the end of each lab.**
- **Do not leave tools and supplies out unnecessarily.**
- **Do not let your work area become too cluttered; this can lead to trip hazards.**
- **Do not block fire extinguishers or doors.**
- **Keep pathways to fire exits and for crossing the lab clear.**

Handling, Lifting and Carrying Heavy Objects:

- **Lift correctly: bend your knees and lift with your legs**
- **Look where you are going, especially through doorways and around corners.**
- **Use good body mechanics in all you do.**
- **If you are carrying a tall object, lift with one hand high and one hand low. This allows one hand to carry the weight while the other hand helps balance the object.**

TRANSPORTATION

Students are required to provide their own transportation to any agency or institution included in the curriculum requirements. This includes but is not limited to all site visits, fieldwork experiences, workshops and conferences.

COMPUTER USE AND INTERNET ACCESS

The OTA program does require the use of a computer and internet access throughout the program and does utilize CANVAS as the Learning Management System for the program. Students requiring additional assistance with computer programs should utilize the Academic Learning Center. Computers with internet access and printing capabilities are available on campus in multiple locations including the Academic Learning Center, Library, Health Profession Media Laboratory and Occupational Therapy Assistant Program laboratory. If a student does not have computer access at home, they should make arrangements to use the computers on campus and/or at any other available site. Failure to have computer access will not be deemed an excuse for late assignments, or inappropriate format of assignments.

If you are having technical difficulties with CANVAS contact the HELP Desk at 941-752-5357 or email: helpdesk@scf.edu. You can also contact CANVAS directly for help – 844-920-2764. A help button is found on the left side of the CANVAS screen for each course. Technical difficulties at the due date/time are not an excuse for late assignments.

GRADUATION AND CERTIFICATION

Graduates of the program will be eligible to sit for the National Certification Examination for the Occupational Therapy Assistant, administered by the National board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a certified occupational therapy assistant (COTA).

In addition, all states require licensure to practice, however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT Certification Examination or Attain State Licensure. (See Felony Conviction Statement page)

NBCOT CERTIFICATION EXAM AND LICENSURE IN THE STATE OF FLORIDA

Upon completion of the OTA program each student will need to take the national certification exam given by NBCOT and apply for licensure in the state of Florida. Both the exam and application for licensure have additional fees that must be paid at the time of application. These fees change each year and during the last semester of the program updated information regarding the process and fees will be provided to all students in the program. Students need to look ahead and plan for these fees at the end of the program. Combined cost for the certification exam and licensure is estimated to be between \$700.00-\$800.00.

PROFESSIONAL ORGANIZATIONS

All students in the OTA Program will become members of the Student Occupational Therapy Assistant Club at the State College of Florida. The purpose of this club is to promote the profession of Occupational Therapy, participate in educational activities related to Occupational Therapy and to engage in community service.

Students will also become members of the American Occupational Therapy Association (AOTA) and strongly encouraged to become members of the Florida Occupational Therapy Association (FOTA) have affiliate memberships for students at reduced rates. These organizations offer current journals, information on continuing education courses, employment opportunities, professional networking opportunities and many other benefits.

**Program Forms
Specific to the
Occupational Therapy Assistant
Program
2025 -2027**

**You will be required to sign copies of
the forms in this section to enroll in
the Occupational Therapy Assistant
Program.**

**Your signature acknowledges
adherence to the policies and
procedures of the Occupational
Therapy Assistant Program**

**STATE COLLEGE OF FLORIDA,
MANATEE-SARASOTA
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Release of Health Information Form

I, _____ give my consent for the State College of Florida

Student Name – Please Print

Occupational Therapy Assistant Program, Bradenton, Florida, to release my health/physical records, including the following information:

1. Required screenings (titers and lab reports)
2. Required immunizations.
3. Tuberculin Skin Test results or results of chest X-ray (if skin test was positive).
4. Tetanus Booster date.
5. Results of physical/health screening.

In addition, I also give consent for the SCF/OTA Program to release proof of CPR course completion, HIV/AIDS course completion, Florida Laws & Rules course completion and Medical Errors course completion.

This consent is valid from the date below until withdrawal of consent is received in writing from the person whose signature is indicated.

Signature

Date

Reviewed: 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025

**STATE COLLEGE OF FLORIDA
MANATEE-SARASOTA
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Release of Information Form

In accordance with the Citizen's Right to Privacy Act, it is now necessary to have a signed consent to release any information in the form of a recommendation. This applies to both practicing therapists who are changing jobs and to students who are seeking jobs or pursuing advanced degrees after completing the OTA program.

I, _____ give my consent for the State College of Florida
Student Name – Please Print

Occupational Therapy Assistant Program, Bradenton, Florida, to release, either in writing or verbally, any information regarding my performance as a therapist or student. I understand that no information may be released without my signed consent.

This consent is valid from the date below, until withdrawal of consent is received in writing from the person whose signature is indicated.

Signature

Date

Reviewed: 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025

Health Professions Programs
Policy on Procedure related to: Reasonable Cause Drug Screening

The faculty of the State College of Florida Health Professions Programs has the responsibility for ensuring that all students in the health professions programs are able to function safely and effectively in the health care facilities used for clinical experience during the programs. Students are not allowed in the clinical area under the influence of any chemical substance that may alter thinking or functioning. To promote and maintain this level of safe practice, all students accepted into a health professions program will submit to drug screening as a condition for remaining in the program.

If at any time during the student's enrollment in a Health Professions Program, it is determined that a student's behavior is suspect of being chemically impaired, the faculty member/clinical instructor will report the observed behavior to the Program Director, who will direct the student for completion of a **Reasonable Cause Drug Screening**. Suspicious behavior may include, but is not limited to, slurred speech, unsteady gait, drowsiness, glassy eyes, personality or mood changes, alcohol smell on breath, altered thinking, inability to understand or follow through with instructions, and/or inappropriate behavior.

All drug tests are done according to the specific guidelines of the National Institute on Drug Abuse and are subject to mandatory confirmation of any preliminary positive results.

Testing procedures will be the same as for the preclinical screening. Substances to be tested will be the same as noted in the *Health Professions Program Handbook*.

I. POLICY

- A. If at any time during the student's enrollment in a Health Professions Program, it is determined that a student's behavior is suspect of being chemically impaired, the faculty member/clinical instructor will report the observed behavior to the Program Director, who will direct the student for completion of a **Reasonable Cause Drug Screening**. Suspicious behavior may include, but is not limited to, slurred speech, unsteady gait, drowsiness, glassy eyes, personality or mood changes, alcohol smell on breath, altered thinking, inability to understand or follow through with instructions, and/or inappropriate behavior.
- B. If at any time reports of potential substance abuse by any currently enrolled health professions student(s) provide reasonable suspicion that a student may be chemically impaired; the Program Director may authorize that the reported student(s) be included in the group(s) selected for random screening.
- C. **Reasonable Cause Drug Screening** requires the student bring a picture ID to the collection site.
- D. Students will not be allowed to drive themselves to **Reasonable Cause Drug Screenings**.
- E. Refusal to submit to testing is a violation of the Division's Drug Screening policy and will result in immediate dismissal from the program as per the Health Professions Student Handbook.
- F. Students will be given a reasonable opportunity to explain a confirmed positive test result. If the explanation is unacceptable and/or cannot be satisfactorily documented by the student's physician, the student will be dismissed

from the program and will be referred to a treatment resource for evaluation as per the Health Professions Student Handbook

- G. Students wishing to address any concerns about the drug screening policies or procedures of the College may follow the Student Conflict Resolution procedures as outlined in the SCF Student Handbook.

II. PROCEDURE

- A. When a student is suspected of being chemically impaired, the faculty member/clinical instructor will report the observed behavior to the Program Director.
- B. The Program Director will send the student for a **Reasonable Cause Drug Screening**
 - 1. The Program Director will contact and inform the student of the suspected impairment.
 - 2. The Program Director will instruct the student to log into *Certified Background* and order the Random Drug Screen Order.
 - 3. The Program Director will contact the student's emergency contact on file with the program.
 - 4. The emergency contact will be instructed to pick the student up at the college/clinical site and escort them to the drug testing facility identified via the *Certified Background* order process.
 - 5. The student will have no more than 24 hours to complete the drug test from initial contact by the program director.
- C. Students with a positive drug screen will be dismissed from the program immediately. Each of the following will constitute a positive screen:
 - 1. A confirmed positive screen to which the student is unable to provide a reasonable explanation or satisfactory documentation from the student's physician.
 - 2. Failure to order the Random Drug Screen on *Certified Background* when instructed.
 - 3. Failure to show/complete the screening at the collection site
 - 4. Failure to complete the drug screen within 24 hours of initial contact by the program director
 - 5. Refusal to submit to testing as listed in the Health Professions Programs student Handbook
- D. The Cost of the **Reasonable Cause Drug Screen** will be paid for by the College.

Health Professions Programs
Policy on Procedure related to: **Reasonable Cause Drug Screening**

STUDENT ACKNOWLEDGEMENT

I, _____, have received, reviewed, and understand the content in the Health Professions Programs **Reasonable Cause Drug Screening** policy and procedure. I am aware of and accept my responsibilities to both the college and the program in regard to this policy and procedure.

Signature		Date

Print Name	

Please indicate which program you are enrolled in:

_____ Dental Hygiene	_____ Nursing	_____ X OTA	_____ PTA	_____ Radiography
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Reviewed: 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025

This student handbook has been developed so students are fully aware of specific policies and procedures of the Health Professions Division and Occupational Therapy Assistant Program. Policies may be subject to change during the student's course of study, if so determined by the faculty, program and/or division. If changes are made, students will be notified in writing. Students are reminded that they also must be familiar with and adhere to the policies and procedures of the College, as stated in the College Catalog and the Student Handbook.

State College of Florida, Manatee-Sarasota does not discriminate on the basis of sex, pregnancy, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information or sexual orientation in any of its educational programs, services and activities, including admission and employment. Direct inquiries regarding nondiscrimination policies to: Equity Officer, 941-752-5599, 5840 26th St. W., Bradenton, FL 34207.

5840 26th St. West, Bradenton, FL 34207
Administration Building 7, Room 121
Bradenton Campus
(941) 752-5599 (ro extension X65599)

Safe Harbor at State College of Florida: How Title IX, The Violence Against Women's Act and the Clery Act Address Sexual Harassment and violence on Campus

State College of Florida, Manatee-Sarasota (SCF) strives to provide a community where safety, equality, respect and healthy relationships are valued. SCF fosters a campus environment that is free from intimidation, and one in which students may be educated to their fullest potential. SCF will not tolerate sexual assault, dating violence, domestic violence, stalking, and any form of sexual harassment from students, faculty, staff, volunteers, visitors, or any persons whether online, or at any College campus, or sponsored event. SCF also encourages the college community to report incidences that relate to these offenses.

If you are in need of emergency assistance, please contact 911, non-emergency please contact the SCF Public Safety Department at (941) 752-5550, Bradenton Campus. (941) 408-1550, Venice Campus. (941) 363-7155, Lakewood Ranch Campus (7am-10pm, Mon-Fri).

SCF Counseling and Support Line 941-752-5107

Publications can be made available to persons with disabilities in a variety of formats. Requests should be made at least two weeks in advance to the Disability Resource Center specifying format requested: Call 941-752-5294 or drc@scf.edu.

State College of Florida provides reasonable accommodations for participation in SCF activities/events (college athletics, performances, workshops, school sponsored trips or club meetings). Please submit the [Request for Access to College Event Form](#) at least 5 business days prior to the event.

Disability Resource Centers (drc@scf.edu)

Bradenton Campus – 5840 26th Street W., W. Bradenton, 34207 – Building #1 – Room 219
Venice Campus – 8000 Tamiami Trail Venice, Building 100, Room 162

DISCIPLINARY VERBAL WARNING

The following was issued today and is to be made part of the student's official record:

Name: _____ Date: _____

I have counseled with _____ regarding the following:

1. ☐ Unexcused Academic Absence
2. ☐ Unexcused Fieldwork Absence
3. ☐ Excessive Excused Tardiness/Absences
4. ☐ Sleeping in Class/Fieldwork
5. ☐ Dishonesty/ Cheating/ Plagiarism
6. ☐ Poor Personal Appearance in Class/Fieldwork
7. ☐ Inappropriate Presentation/Practical/Fieldwork Uniform
8. ☐ Inappropriate Conduct / Professional Behavior
9. ☐ Poor Academic Performance
10. ☐ Incomplete General Education Requirements
11. ☐ Late Assignments

Other:

Instructor Statement:

Student Statement:

Student Signature: _____

Instructor Signature: _____

DISCIPLINARY WRITTEN WARNING

The following was issued today and is to be made part of the student's official record:

Name: _____ Date: _____

I have counseled with _____ regarding the following:

1. ☐ Unexcused Academic Absence
2. ☐ Unexcused Fieldwork Absence
3. ☐ Excessive Excused Tardiness/Absences
4. ☐ Sleeping in Class/Fieldwork
5. ☐ Dishonesty/ Cheating/ Plagiarism
6. ☐ Poor Personal Appearance in Class/Fieldwork
7. ☐ Inappropriate Presentation/Practical/Fieldwork Uniform
8. ☐ Inappropriate Conduct / Professional Behavior
9. ☐ Poor Academic Performance
10. ☐ Incomplete General Education Requirements
11. ☐ Late Assignments

Student Statement:

Instructor Statement:

Student Signature: _____

Instructor Signature: _____

NOTIFICATION OF PROBATION

The following was issued today and is to be made a part of the student's official record:

Name: _____ Effective Date: _____

I have counseled with _____ regarding the following problems listed below, and the above named student is being placed on probation.

1. ☐ Violation of Safety Rules
2. ☐ Excessive Absences: Academic or Clinical
3. ☐ Inability to Comply with /meet Clinical Objectives and Policies
4. ☐ Carelessness
5. ☐ Destruction of Property
6. ☐ Unethical or Illegal Behavior
7. ☐ Academic Performance
8. ☐ Other: _____

Criteria for Reinstatement:

Student Signature: _____

Instructor Signature: _____

ACADEMIC PERFORMANCE/COURSE FAILURE

The following was issued today and is to become a part of the student's official record:

Name:

Date:

This is notification of your present academic status.

Course:

Exam

Average/Competency:

Comments:

Date: _____

Instructor: _____

Program Director: _____

ACTION PLAN

Date of Last Attendance

My signature below affirms that:

- I have read and understand all policies and guidelines set forth in the SCF OTA Program Student Handbook. I agree to abide by all program policies and guidelines as well as course syllabi mandates, clinical affiliate policies, and any other applicable regulations. I understand that my failure to comply with any of these policies or regulations may result in probation and possible dismissal from the program. I have been provided with an opportunity to discuss and ask questions about the handbook.
- I will maintain a copy of the handbook as a guide for the program and include revisions and updates as provided.
- I may seek further clarification regarding the handbook from the faculty throughout enrollment in the program.

Signature

Date

Student Name (please Print) _____

Release of Information:

I give the program director or any faculty member of the OTA Program who is familiar with my occupational therapy education record the following permission:

- a. To release references to health care agencies and institutions of higher learning, only as they pertain to my performance as an occupational therapy assistant student.
- b. To release my name and address to prospective employers of occupational therapy assistants.

Signature

Date

Written Work Sample

I give permission to the OTA Program for my work to be anonymously used for teaching, learning, evaluation and accreditation purposes.

Signature

Date

Photograph and video recording:

I give the program director or any faculty member of the OTA Program permission to photograph or video any in-class presentation, skills check, practical examination, or in-class activities for teaching and learning purposes.

Signature

Date

STATE COLLEGE OF FLORIDA
STATEMENT OF UNDERSTANDING: HIPAA and
SOCIAL MEDIA

Being health care professionals, you now need to consider the following social network guidelines to ensure you are not unintentionally noncompliant with HIPAA regulations.

1. When speaking with your peers while in the program, you must also recognize you cannot share any specific patient information on Facebook, Twitter, etc..
2. It is a HIPAA violation if you mention a client/patient with enough information that the person might be identified, even in you avoid PHI. The consequences for violations, as you know, are severe. For more information: <http://www.aota.org/Education-Careers/Fieldwork/Supervisor/HIPAA.aspx>
3. Names of supervisors, comments, and /or criticism about sites or information about what is happening at sites are not appropriate on public social network sites.
4. Students should not put posts or photos on social networks about lab or fieldwork experiences (including location, clients, diagnosis, treatment, fieldwork educators, and staff etc...)
5. Stating where you are on FW is up to you, but there are problems with you being identified. Consider if you want privacy from client, patients, and staff.
6. Use your official SCF e-mail or a personal e-mail that is tasteful and confidential for all professional correspondence.
7. Do not ask faculty or field supervisors to “friend” you while you are in the program. This puts faculty and yourself in an awkward situation with personal information about each other. If you mutually decided to do this after the program, this is your personal choice.
8. If there is any question or you are unsure of something regarding social networking, call your direct FW educator or Academic Fieldwork Coordinator for advice.
9. If you are attached to your cell phone and have to look at it constantly, it is advised you leave your cell phone in your car or in the office so you are not tempted to pull it out while you are with a patient, caregivers, your FWED, etc.
10. Consider what you post on any social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee. Consider googling your name to discover what is in cyberspace that others can see about you.

I have read and agree to follow the above social network policy: _____

State College of Florida

OCCUPATIONAL THERAPY ASSISTANT PROGRAM CONTRACT

Date of Enrollment: _____

Student's Name: _____

G00Number: _____

Student Initial	Program Policies
	<p>I understand that I am responsible for having read the following materials:</p> <ul style="list-style-type: none">• OTA Policies• Course Policies• SCF Student Handbook• SCF Catalog <p>I am responsible for adhering to all policies and guidelines as stated and for keeping abreast of any changes made to these documents during my enrollment in the OTA Program at SCF.</p>
	<ul style="list-style-type: none"><input type="checkbox"/> I understand that for some clinical placements (Fieldwork I and II) I may have to have a current health record containing either a negative TB skin test or a current chest x-ray report, and satisfactory evidence that all required immunizations have been completed.<input type="checkbox"/> I understand that other immunizations and health records may be required by a fieldwork site.<input type="checkbox"/> I understand it is my responsibility to provide all information as outlined by the Program.<input type="checkbox"/> I understand that I am responsible for all costs associated with obtaining required immunizations and information.<input type="checkbox"/> I understand that if I do not provide this information, as required, that I may not be able to participate in Level I or Level II as scheduled. Failure to provide this information could impact my course schedule.
	<ul style="list-style-type: none">• I understand that I must have a completed Criminal Background Check and Drug Screen on file with the Academic Fieldwork Coordinator• The Background Check and Drug Screen must be completed per the posted guidelines.• I understand that the information from the Background Check and Drug Screen may be requested by a fieldwork site. I may be required to give access to that information, provide that information, and/or understand that the school may provide that information to the fieldwork site on my behalf.

	<ul style="list-style-type: none"> • I understand that participation at the Fieldwork site is at the discretion of the site, and if I have a positive criminal history or negative Drug Screen I may not be able to participate in/complete a fieldwork experience. • I understand that if I have a negative criminal history or drug screen history the Program is not obligated to provide a fieldwork placement and that I may not be able to complete the Program.
	<ul style="list-style-type: none"> • I understand that I must have submitted all required Health screening and proof of current Health Insurance. I understand that maintaining current Health Insurance, and providing proof of such, is a requirement of Program participation.
	<ul style="list-style-type: none"> • Level I and II Fieldwork experiences provided as a courtesy to students by fieldwork sites. I understand that as a student I am to be on time for all assigned appointments. • I understand that I am to make every effort to be prepared for each day at the site. • I understand that I may have to prepare evenings and weekends in order to meet the needs of my clients. • I understand that my supervisor's first responsibility is to provide good, quality care to the patients we serve, and I will not make demands on time or create an environment where patient care is/could be compromised. • Failure to comply may prevent me from further Level I Fieldwork participation and failure of the related OTA course.
	<ul style="list-style-type: none"> • I understand that being absent from the OTA classes is only acceptable due to sickness or emergency situations, such as illness of a child or family member. • Excessive absences require a medical excuse and may result in withdrawal or dismissal from the program. • I understand that repeatedly coming to class late is not acceptable and that the OTA faculty have the right to refuse the student entrance into class after the class has begun. • I understand that the attendance policy is outlined in the Course Policies for each OTA class.
	I understand that I may have to incur some printing and supply expenses in some of my OTA course work. This may be in the form of a lab fee, or it may be that I will have to purchase my own supplies.
	Practicals are an integral part of the OTA curriculum. Students must be able to demonstrate the ability to perform a specific skill, and demonstrate effective clinical reasoning to apply that skill in the appropriate manner given a clinical scenario.

	Students must earn a grade of “70” or above on each competency/or practical to pass the course.
	I understand that I must have a C or better in all General Education courses, and a C or better in all my OTA courses in order to graduate from the OTA Program. General Education course grading scales are determined by the individual course instructor
	I understand that all OTA and General Education coursework must be completed with a grade of C or better before I will be allowed to participate in Level II Fieldwork placement.
	I understand that cheating is not tolerated in the OTA Program. Students found to be cheating may be dismissed from the Program. Plagiarized work will not be accepted for a grade, and disciplinary action will be initiated. Turning in work for a grade that was not researched and prepared by me will not be accepted. Lying to, or purposely misleading an instructor will result in the student being asked to withdraw. Refer to SCF policy on cheating and information in “Course Policies”. I understand that using artificial intelligence (AI) and submitting it for my work is considered plagiarism and I may be dismissed from the program for academic dishonesty.
	In order to provide the best possible experience for students participating in fieldwork activities, the OT Program faculty has the right to provide student information (academic, personal, attitude, character) to fieldwork supervisors.
	I understand that while representing the OTA Program or OTA Organization, I must exhibit professional behavior at all times. Failure to exhibit professional behavior could result in termination from the OTA Program.
	I understand that the OTA Organization activities are part of the OTA Program, and participation in meetings and activities are required and expected. Those activities which expand the classroom objectives are required.
	I understand that SCF OTA Program has a “no children in the classroom” policy. This also applies to clinical sites. There are occasional assignments in which children are allowed. Those assignments will be outlined by course.
	Phones must be stored away and set on vibrate during class time. Students must communicate with the instructor, prior to class, if for any reason a phone must be kept available. Students will follow a fieldwork site's policy regarding cell phone use.
	I understand that I will be evaluated on Professional Behavior by the faculty, and satisfactory performance is mandatory in order to be a candidate for Level II Fieldwork. If a student has an unsatisfactory grade on the Professional Behavior rating form at the end of Fall Semester prior to Level I Fieldwork, the student will not receive a Level II Fieldwork placement until they earn a satisfactory in all behavior areas

	<p>Students must successfully complete two, eight-week Level II Fieldwork experiences to graduate from the SCF OTA Program. Successful completion is defined as the student receiving a passing score on the AOTA Fieldwork Performance Evaluation of the OTA Student.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If a student fails one Level II Fieldwork experience, the student will review performance with the Level II Fieldwork Coordinator. <input type="checkbox"/> Each student must develop a plan for remediation that is accepted by the OTA Faculty. This plan must be deemed appropriate and all steps of plan must be completed prior to initiation of a placement search for another affiliation. <input type="checkbox"/> If a student fails two fieldwork experiences, they fail the program and are not granted a degree
	<p>I understand that it is not in my interest to be employed during Fieldwork II. Working during the first semester of the second year is discouraged. If I have concerns about this, I will discuss this with the OTA Program Director.</p>
	<p>I understand that the OTA Program is preparing me for a professional career. I understand that I am expected to conduct myself in a professional manner in class as well as on fieldwork. I understand that I am to treat my classmates and my instructors with respect. Failure to conduct myself in a professional manner (including language, dress, and personal actions towards others) may result in dismissal from the Program.</p>
	<p>I understand that if I have concerns regarding my coursework, it is my responsibility to contact my instructor in a timely manner (1 week) to address those concerns. Failure to address questions and concerns in a timely manner may mean that the instructor is not able to provide answers or support as requested.</p>
	<p>I understand that my instructors provide advice, suggestions and comments that are in my best interest. I understand that instructors must make decisions that are in the best interest of the group as a whole. While individual accommodation may be possible on occasion, it may not be possible all of the time. I will respect the decision of the instructor in these situations.</p>

I have read and understand the above statements and realize the implications and regulations as so stated.

Student's Signature: _____ Date: _____