

College of Western Idaho

Occupational Therapy Assistant Program

Associate of Applied Science



STUDENT HANDBOOK

2022-2023

Dear Prospective CWI OTA Student:

Welcome and thank you for your interest in College of Western Idaho Occupational Therapy Assistant (OTA) Program. It is a very exciting time to be an occupational therapy practitioner. In 2017, the field celebrated 100 years of assisting people to realize the full capacity of their independence. According to the United States Department of Labor Bureau of Labor Statistics, over the next 7 years, the job market for occupational therapy assistants will increase by 34%, much faster than average (2021). In June 2017, of the 19 best jobs for community college graduates, U.S. News and World Report ranked occupational therapy assisting as number one. In August 2019, Market Watch listed occupational therapy assisting as the fastest growing, highest-paid job in California and Michigan (Fottrell, 2020).

Within this handbook, you will find helpful information about the OTA Program, its mission and philosophy, as well as information about the field of occupational therapy. The handbook will orient prospective students to the various policies, procedures, and expectations of the OTA Program. As a student of the College, you are expected to follow the general academic policies that are applicable to all students. These are outlined in the College of Western Idaho Student Handbook and College Catalog found on the CWI website. Additionally, you are required to follow policies and procedures specific to the OTA department, which are found within the pages of this handbook.

The OTA Program Director and faculty are constantly looking for areas of the OTA department to strengthen and improve and, to that end, reserve the right to revise policies, procedures, and guidelines as needed. Periodic updates to the OTA Student Handbook will be made and will always take precedence. Questions about this handbook may be directed to OTA faculty or the OTA Program Director. Students will always be notified of any changes and updates to the handbook and to the program.

Best wishes to you as you embark on this educational phase of your career path. OTA faculty will do all that we can to support the successful pursuit of your academic and professional goals.

Sincerely,

Mel D Henderson, MS, OTR/L, MBA
OTA Program Director
College of Western Idaho
208-562-2746
melhenderson@cwidi.edu



References

25 Highest Paying Associate Degree Jobs . (n.d.). Retrieved April 14, 2022, from <https://www.usnews.com/education/best-colleges/slideshows/25highest-paying-associate-degree-jobs>

Fottrell, Q. (2020, January 10). *Here is the no. 1 highest paid, fastest-growing job in every U.S. state for 2019 - most of them are not in Tech*. MarketWatch. Retrieved April 14, 2022, from https://www.marketwatch.com/story/heres-the-no-1-highest-paid-and-fastest-growing-job-in-every-us-state-2019-08-20?mod=newsvviewer_click

U.S. Bureau of Labor Statistics. (2021, September 8). *Occupational therapy assistants and aides : Occupational outlook handbook*. U.S. Bureau of Labor Statistics. Retrieved April 14, 2022, from <https://www.bls.gov/ooh/healthcare/occupational-therapy-assistants-and-aides.htm>

TABLE OF CONTENTS

I. General Information

OTA Program in Brief	6
Accreditation Status	6
The Role of the AAS OTA Graduate	6
Professional Organizations	8
Student Responsibilities	10
Mission , Philosophy, Goals, and Curriculum	11

II. CWI OTA Program

OTA Program Faculty	19
OTA Program Completion	20
OTA Curriculum Sequence	21
OTA Program Admission and Application Process	22
Safety Policy and Procedures	25
Attendance and Classroom Management Policy	28
Policies regarding Professionalism	32
Student Health Policy	33
Fieldwork: General Overview	37

IV. College of Western Idaho Policy

Policy of Non-discrimination	39
Disabilities Statement	39
FERPA	39
HIPAA	40
Financial Aid	40
Faculty Responsibilities to Students	40
Plagiarism	40

OTA Course Descriptions	41
--------------------------------	----

Appendix

Student Declarations and Consents	46
OTA Program Information Sheet	50

I. GENERAL INFORMATION

OTA PROGRAM IN BRIEF

In the spring of 2019, the Occupational Therapy Assistant (OTA) Program at the College of Western Idaho began program development and the accreditation process through the Accreditation Council for Occupational Therapy Education (ACOTE). The program is created to serve the growing needs of occupational therapy in the Treasure Valley and in the state of Idaho. The program is working diligently through the stages of accreditation and was granted candidacy status in April 2021 and pre-accreditation status in December 2022.

The OTA program consists of three semesters of didactic coursework and one semester of full-time fieldwork. The OTA curriculum is completed in a cohort model and each semester builds upon previous semesters. Lab and fieldwork experiences allow the student to practically apply what is learned in the classroom to clients in clinical settings. The student is given the opportunity to participate in 3 45-hour Level I Fieldwork experiences throughout the program. Students then embark upon 16 weeks of full-time Level II Fieldwork during the final semester. Fieldwork experiences are assigned by the Academic Fieldwork Coordinator (AFWC) in collaboration with the student, potential fieldwork sites, and program faculty. Upon successful completion of all academic and fieldwork experience, program graduates will receive an Associates of Applied Science Degree.

Starting with Introduction to Occupational Therapy, OTA students will begin to prepare for the national certification examination administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT). Test preparation will be threaded throughout the program and graduates will be well prepared for the exam. After successful completion of the exam, the graduate will be a Certified Occupational Therapy Assistant (COTA) and will be eligible for state licensure, which is required to practice in Idaho and all other states and territories of the United States.

ACCREDITATION STATUS

The associate-degree-level occupational therapy assistant program has applied for accreditation and has been granted Preaccreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

THE ROLE OF THE AAS OTA GRADUATE

The Associate of Applied Science Degree in Occupational Therapy Assisting (OTA) graduate is prepared to function as a competent, entry-level, licensed occupational therapy assistant. The graduate is prepared to articulate and provide OT principles, intervention approaches and rationales, and expected outcomes within the scope of practice as designated by state and

regulatory guidelines for occupational therapy practice in a variety of service delivery areas. The OTA graduate utilizes critical thinking, professional judgment, and the OT process to provide safe, quality care that promotes human function.

Entry-level occupational therapy assistants must have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to cross-cultural diversity. The entry-level OTA must be educated as a generalist, with broad exposure to the delivery models and systems utilized in various service delivery areas. Additionally, the OTA must have a combination of didactic and fieldwork experiences and be prepared to work under the supervision of and in collaboration with the supervising occupational therapist.

Using the best evidence available and utilizing safe and competent technical and critical thinking skills, as well as compassionate and effective interpersonal skills, the OTA graduate collects information from observation, screenings, interviews, physical assessment, and consultation to assist in the development of the plan of care. Therapeutic interventions are selected from evidence-based theory, practice models, and frames of reference. The OTA delivers direct patient care, provides appropriate assessments, and reports measurable outcomes to the supervising occupational therapist. If revision to the plan of care is appropriate, the supervising OT will update goals and plans of care. The focus of care is intended to meet individual needs according to the person's current health status and in the context of family, community, and environment.

Individualized patient education and knowledge of the discharge planning process are an integral part of the comprehensive plan of care. In consultation and in collaboration with the supervising occupational therapist, the OTA delivers client-centered, occupation-based therapeutic interventions that address the needs of clients and client constellations. The OTA functions as an integral part of the health care team in providing client-centered care, participates in professional OT organizations and activities, and incorporates lifelong professional development while continually adhering to the Occupational Therapy Code of Ethics.

CERTIFICATION

After successful completion of all on-campus and clinical fieldwork experiences, the OTA student is eligible to sit for the national certification exam. The CWI OTA program is very thorough in helping the student to prepare for the exam and injects examination preparation throughout the program.

National Board for Certification in Occupational Therapy, Inc.
800 South Frederick Avenue, Suite 200
Gaithersburg, MD 20877-4150
Telephone: (301) 990-7979 Fax: (301) 869-8492
www.nbcot.org

LICENSURE

To practice as an occupational therapy assistant in Idaho, you must be licensed by the state. Once you have met all requirements for graduation from the OTA program, you have the option of applying for a limited permit. This enables you to practice OT prior to passing the NBCOT certification examination. After passing the exam, you must apply for permanent licensure.

Both certification and licensure will be covered in exam prep and throughout the program, but for further information, contact the Idaho Bureau of Occupational Licenses.

Division of Occupational and Professional Licenses

<https://dopl.idaho.gov/>

208-334-3233

Certain criminal charges and convictions may affect the ability to be placed in fieldwork, sit for the NBCOT certification examination, and/or to obtain a state license. Any student with such history is strongly encouraged to contact NBCOT and the licensing board for the state in which they plan to work with questions.

PROFESSIONAL ORGANIZATIONS

State of Idaho Division of Occupational and Professional Licenses (IDOPL)

11351 W Chinden St.

Building #6

Boise, ID 83714

Phone: 208-334-3233

Fax: 208-334-3945

Email: oct@dopl.idaho.gov

Online: <https://dopl.idaho.gov/>

The Idaho Occupational Therapy Association (IOTA)

P.O. Box 7335

Boise, ID 83707

Email: info@id-ota.org

Online: id-ota.org

The Accreditation Council for Occupational Therapy Education (ACOTE®)

6116 Executive Boulevard

Suite 200

North Bethesda, MD 20852-4929

Phone: (301) 652-AOTA

Email: accred@aota.org

Online: www.acoteonline.org.

The American Occupational Therapy Association (AOTA)

4720 Montgomery Lane

Suite 200

Bethesda, MD 20814

Phone: 301-652-6611

Fax: 301-652-7711

Contact: customerservice@aota.org

Online: www.aota.org

The National Board for Certification in Occupational Therapy (NBCOT)

One Bank Street
Suite 300
Gaithersburg, MD 20878
Phone: 301-990-7979
Email: info@nbcot.org
Online: www.nbcot.org

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA)

ETHICS

The American Occupational Therapy Association (AOTA) was established in 1917 and is the national professional organization that represents the interests and concerns of the field of occupational therapy. In 2020, AOTA revised the Occupational Therapy Code of Ethics, which serves to guide and inform the occupational therapy practitioner through potential ethical dilemmas and concerns.

“The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.”

The Code is divided between aspirational Core Values that serve as guides to AOTA members in the navigation of ethical decisions, and enforceable Principles and Standards of Conduct. Occupational therapy practitioners and students of occupational therapy are expected to adhere to the Principles and Standards of Conduct.

The Core Values of the profession that each occupational therapy practitioner should strive for include altruism, equality, freedom, justice, dignity, truth, and prudence. These values should be ever-present as the occupational therapy practitioner interacts with OT clients, client constellations, and communities.

The Principles and Standards of Conduct, which are enforceable, include beneficence, nonmaleficence, autonomy, justice, veracity, and fidelity.

The CWI OTA student will be intimately familiar with the Core Values and Principles and Standards of Conduct, as contained in the Occupational Therapy Code of Ethics (2020) and the Code will be visited and re-visited throughout the OTA curriculum. The behaviors listed should be demonstrated in public and private, in the classroom and during fieldwork. Inability to demonstrate the abilities will result in verbal education, probation, or dismissal.

The Code of Ethics represents the values of the occupational therapy profession and the CWI OTA program is guided and informed by the principles found therein. In order for the OTA student to embody the ideals and values of the Code, the values, principles, and standards are reflected in policies, curriculum, interactions, and communications.

The American Journal of Occupational Therapy, 2020, Vol. 74(Supplement_3), 7413410005p1–7413410005p13.

<https://doi.org/10.5014/ajot.2020.74S3006>

STUDENT RESPONSIBILITIES

The prospective OTA student must understand that the formal OTA program is very rigorous and can, at times, seem to test and stretch the boundaries of the student's limitations, and it is the firm belief of the OTA faculty that it is often through the strenuous times that we realize true growth. The OTA student is expected to be punctual and consistent, to work hard, to demonstrate professionalism and emotional intelligence, to be critical thinkers and thoughtful collectors of evidence, and to use impeccable verbal and written communication.

GETTING THE MOST OF YOUR EDUCATION

To ensure that you are getting the most from your studies, you will want to do the following:

- Attend class daily for the full scheduled time
- Come to class prepared with assigned readings completed
- Have questions from previous lectures, readings, and labs
- Complete assignments and submit on time
- Practice for practicals both in and outside of lab
- Actively participate in classroom learning opportunities: ask questions!
- Go out on a limb and answer questions
- Take notes
- Use time provided in lab classes wisely and productively: practice the skills that the instructor has demonstrated and seek feedback.
- Practice lab skills outside of class. Use family and friends as clients
- Maximize retention of information and skills: review notes and readings daily
- Learn to critique your own performance for quality and effectiveness
- Learn to give and receive feedback appropriately

PROFESSIONAL RESPONSIBILITY

- Be on time
- Don't leave early
- Turn off or silence cell phones and use them only during breaks
- Use class time for class time and use your personal time for personal things issues.
- Avoid complaining and address concerns to appropriate people.
- Listen courteously to the instructor and your classmates; don't interrupt, talk over, crosstalk or talk under when someone else is asking a question, giving an answer, or doing a presentation.
- Avoid gossip
- Before submitting assignments, read assignment requirements and guidelines.
- Consult your syllabus for due dates on all assignments.

- Complete assignments outside of class time.

<http://cwi.edu/file/student-handbook>

MISSION, PHILOSOPHY, GOALS, AND CURRICULUM

Mission

The College of Western Idaho Occupational Therapy Assistant program seeks to prepare future OTA leaders for employment in traditional and emerging practice areas and who will serve to enhance the health, well-being, and prosperity of the people and the communities they serve through the facilitation of meaningful and successful occupational engagement.

Vision

With passionate belief in the strength and resilience of the human body, mind, and spirit, and a firm commitment to the principle of engagement in meaningful occupations, the CWI OTA program envisions being a premier OTA program that focuses on inspiring future OTA leaders to use best practice and evidence to carry forward and represent current and emerging practice trends in the field of occupational therapy.

Philosophy

Philosophical Beliefs of Humankind

A statement made by Hooper and Wood (2014) strikes at the core of the philosophical basis of not only the profession, but the CWI OTA program also: “A core philosophical assumption of the profession, therefore, is that by virtue of our biological endowment, people of all ages and abilities require occupation to grow and thrive; in pursuing occupation, humans express the totality of their being, a mind-body-spirit union. Because human existence could not otherwise be, humankind is, in essence, occupational by nature.”

The College of Western Idaho Occupational Therapy Assistant program is based on the philosophical belief that all people have an innate drive to create meaning in their lives through active engagement in purposeful pursuits across the lifespan. The meaningful activities in which humans engage are self-identified occupations appropriate to life roles and developmental stations, and change and evolve over the course of a lifetime. Human growth and development occur as results of continual dynamic interactions between person, environment, and occupations, and these interactions define a person’s health and well-being.

Occupational therapy practitioners use occupation to adapt, compensate, mitigate, and remediate disability and facilitate independence in occupational performance. It is through client-practitioner collaboration that the occupational therapy practitioner serves to assist the client to enable or enhance their participation in life roles and to achieve self-identified desired outcomes.

Further, it is the belief of the CWI OTA program that interdisciplinary perspectives and collaborations are key to establishing new knowledge of human performance and occupational participation. Throughout

our program, in the classroom, in the lab, and in the community, we are committed to fostering solid interdisciplinary collaborations and relationships and to integrating experience and scholarship from related health disciplines, including health sciences, nursing, social sciences, and physical therapy.

Educational Philosophy

Human growth and learning occur through active and dynamic engagement in occupations and activities that provide meaning and purpose to an individual's life. The CWI OTA program guides learning and the skills assimilation process of the student through active collaboration and facilitation.

Using the best current evidence, the program approaches the learning-teaching dyad from a problem-based theoretical approach. Problem-based learning fosters problem solving through solid critical inquiry and assists to develop a solid foundation in requisite occupational-centered professional skills. The program honors an experiential education that brings the student and the educator into a collaborative relationship that shares and builds upon the prior knowledge and life experience of each, just as occupational therapy practitioners must do with each client encountered in practice. The program integrates historical and theoretical philosophies and frames of reference, practical and technical skills, and values and ethics in the education of the OTA student and the promotion of health, wellness, and occupational participation. The course sequence allows the student to approach the client from a developmental perspective across the lifespan and recognizes the uniqueness of person, group, and population.

This philosophy is implemented by providing the student with a solid foundation in general education courses that foster the student's growth in academic knowledge in the liberal arts and sciences. Students will enter the formal program having completed foundational education in physical, cognitive, and psychosocial human development and in human body structures and functions. They will be prepared and equipped with the tools necessary to further develop and strengthen this foundation, as well as institute habits for life-long learning. Throughout the curriculum, the students engage in hands-on learning experiences that encourage active engagement in practical techniques in a structured, supportive environment.

Philosophical Framework for Learning

From the moment of birth, infants develop knowledge through constant experimentation and exploration of environment and self. David Kolb stated, "Learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p.38). As a logical extension of the philosophical basis of the OT profession, the CWI OTA program's philosophical framework for learning is firmly grounded in experiential learning. The Experiential Learning Cycle as described by Kolb states that knowledge is created through the transformation of experience. "To learn is not the special province of a single specialized realm of human functioning such as cognition or perception. It involves the integrated functioning of the total organism—thinking, feeling, perceiving, and behaving" (Kolb, 1984, p.31). True learning occurs as a person progresses through the 4-stage cycle that begins with concrete experiences that result in the formation of reflective observations. This leads to the formation of abstract concept analysis and generalized conclusions, which are then used to test beliefs and hypotheses in further situations, and results in new experiences.

Based on the 4-stage learning cycle, this learning theory delineates four distinct learning styles, including diverging, assimilating, converging, and accommodating (McLeod, 2017).

CWI OTA faculty believe that it is essential to ensure that various learning styles are incorporated into every course. Visual, auditory, cognitive, and kinesthetic elements are woven throughout the curriculum. In lecture, students will enter into verbal and auditory content matter exchanges with instructors; labs will provide hands-on experiences; and fieldtrip, fieldwork, and service-learning opportunities will offer opportunities to observe and practice application within specific, real-world contexts.

Students are provided with a variety of ways to demonstrate competence. Assessment of knowledge will include papers, individual and group projects and presentations, exams, and group work.

Integral to successfully applying Kolb's theoretical perspectives, is using tools and strategies that assist students in discovering their own learning styles and individual preferences. Deliberately chosen opportunities for this will both speak to each student's learning in the most effective way possible, and will better prepare each student to skillfully offer their professional services to a broad range of clients in the future. It is the intention of the program to explore, discover, acknowledge, and honor individual learning styles of students.

OTA students will be exposed to hands-on learning through labs, practicals, service-learning activities, and fieldwork experiences. Embedded into every course will be hands-on learning experiences where the student will learn to apply critical thinking and problem solving and reasoning skills to the material being covered. Experiential immersion will include individual and group activities, group discussions, lab demonstrations, research projects, and community-based service learning opportunities. Skills covered will range from appropriate use of assessments and screens to completion of activity analysis and adaptation. Students will confidently enter each of their Level I Fieldwork experiences prepared with the skills necessary to successfully complete fieldwork in traditional and emerging practice areas of pediatric, mental health, and adult and geriatric rehabilitation. By the time students begin the 16-week full-time Fieldwork Level II experience, the clinical culmination of their educational experience, during the fourth semester, they will have completed all didactic course and lab work necessary to navigate the placements successfully.

References

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(Suppl. 2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.2017.71S06>.

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410070.
<https://doi.org/10.5014/ajot.2018.72S201>

Hooper, B., Wood, W. (2014). The philosophy of occupational therapy: A framework for practice. In, B. Boyt Schell, G Gillen, M Scaffa, E Cohn (Eds.), *Willard and Spackman's Occupational Therapy, 12th Ed* (pg. 38). Philadelphia, PA: Lippincott Williams & Wilkins.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

McLeod, S. A. (2017, Oct 24). *Kolb - learning styles*. Simply Psychology.
<https://www.simplypsychology.org/learning-kolb.html>

Curricular Design and Curricular Threads

Similar to the client-centered approach to client care within the field of occupational therapy that formulates functional solutions to limitations and deficits faced by individual clients, it is the philosophy of the CWI OTA program that curriculum design be problem-centered. A problem-centered curriculum design emphasizes student-centered learning because it teaches the student to refine critical thinking and problem solving skills. Problems become the vehicle for the development of sound clinical problem-solving skills. Students are challenged to develop assessment and therapeutic skills that will guide future clinical decision making. "Problem-centered curriculum design has been shown to increase the relevance of the curriculum and encourages creativity, innovation, and collaboration in the classroom ("Curriculum Development," 2018). The problem-centered curriculum design assists students to develop therapeutic skills that are transferable to the real world and is organized into five recurrent curricular threads that support the curricular design.

Consistent with the philosophical base of the OT profession, and informed by the *Occupational Therapy Practice Framework: Domain and Process, 4th ed.*, the curriculum of the OTA program is designed to ensure that students establish a solid understanding of occupational therapy foundational philosophies and theoretical structures requisite to develop solid intervention skills. Bloom's taxonomy, a classic, if unspoken standard for education, is used in the curricular design and sequence that will guide students through a hierarchical approach to learning that will establish foundational learning before developmental understanding, and then subject and skill mastery. Curriculum is sequenced to challenge the student to successfully integrate history and theory into practical skills as they progress from prerequisites through the core program and into service opportunities and clinical fieldwork experiences. It is acknowledged that the field of occupational therapy is unique and powerful because of the rich history and unique perspective it lends to community wellness and to healthcare in general. Occupational therapy is framed and guided by specific theories, practice models, and frames of reference, and students will be introduced to the models and theories that have influenced and informed the field and that continue to guide learning. The influence of theories and models is evident

throughout the curriculum as students learn the important interdependence of person, environment, and occupation, as well as the powerful role of therapeutic use of self.

CWI and the OTA program have a strong commitment to the community and surrounding service area and this commitment will be expressed through experiential service opportunities. Service opportunities assist to develop leadership skills, enhances creativity, cements learning by applying solutions to real-world issues, and provide a valuable service to the community and to underserved populations. Service also provides a way to further embed the problem-centered framework by providing practical, hands-on educational experience. With guidance and support from faculty, students will participate in community service opportunities each on-campus semester. Service opportunities will be student-driven. That is, students will identify local needs and then design an appropriate activity to fill those needs. When possible, service will be performed in collaboration with other programs, disciplines, education programs, and organizations.

Successful navigation through the OTA program will prepare and train the student to become a generalist practitioner through exposure to diverse populations and settings. The curriculum is future-oriented in that it addresses current and emerging practice trends.

Throughout the program, 5 recurrent curricular threads will be woven into course work to support the curricular design and to provide support, structure, and repetition to student engagement and learning.

- 1. Historical Foundations for Contemporary Practice:** In order for the student to gain an appreciation of the unique perspective that occupational therapy brings to health care, they must be able to articulate the purpose and importance of the use occupation in client approaches. It is the firm belief of the CWI OTA program that the curriculum provides a firm foundation in professional history, frames of reference, and theory, resulting in a solid understanding of the historical and theoretical framework that has differentiated and guided the profession for over 100 years. Using the writings and teachings of our profession's founders, students will learn the important bridge between theory and contemporary practice, a bridge that lends powerful validity to current practice.
- 2. Human Development and Human Performance:** The curriculum is designed to provide a firm foundation in the human anatomy and human development that guides human performance. The program ensures a thorough understanding of human anatomy and physiology, human kinesiology, and human development. The curriculum is supported by the belief that human performance is driven by biomechanics, cognition, perception, and sensation. A solid background in these core areas provides the student a dynamic understanding of both typical and atypical human development and the impact that disease and dysfunction have on occupational performance. Further, knowledge in this key area will empower occupational therapy assistants to identify and deliver services that speak to each individual's unique developmental evolution.
- 3. Evidenced-based Therapeutic Skills:** The OTA program is firmly dedicated to teaching the importance of evidence-based learning and teaching, and evidence-based practice. Students will explore, understand, and implement best practices from the current evidence that guides and informs the practice of occupational therapy. Students will continuously engage in learning key skills that assist in establishing an intimate familiarity with evidence-based, client-centered, and occupation-based treatment approaches. Students will be familiar with the professional skills

necessary for occupational therapy assessment, intervention, and outcome targeting, including individual and group dynamics, therapeutic use of self, activity and occupational analysis, and the evaluation of human occupational performance.

4. **Occupation: Home and Community:** Based upon the Philosophical Base of Occupational Therapy (AOTA, 2017), occupations are activities that provide purpose, meaning, and vitality to the individual human experience. Occupational performance and participation influences every aspect of a person's life and has far-reaching effects on body, mind, and spirit. A central tenet of the profession is that occupations are not only "a means and an end in therapy", but "the ultimate goal of therapy" (2017). OTA students will understand the significance of the interdependence between person, environment, and occupation and the role these play in the health and well-being of the person. Further, students will understand that it is at the confluence of this dynamic triad where occupational performance is shaped and defined. OTA students will be exposed to occupations as they occur and affect individuals and communities and will gain an appreciation for occupation as an agent of healing and change in a broad range of diverse contexts.
5. **Professionalism and Professional Engagement:** The CWI OTA program places significant value and high priority in professionalism and on the delivery of OTA leaders to the field. Leaders in the field are not only those actively engaged in scholarship or who run for office, but those who remain current with trends, evidence, and scope of practice. Leadership is evident in those who are willing to use their voices and passion to educate colleagues, clients, referral sources, and the public. Related to leadership, the CWI OTA program believes that a successful career in the field of occupational therapy also includes professional engagement at the local and national levels. Students will be encouraged to join and actively participate in national and state associations and to reap the benefits that professional membership offers. Similarly, OTA students will be exposed to the state regulatory process by being educated in and participating in Idaho Board of Occupational Therapy Licensing meetings and initiatives.

Ability-based Outcomes

Program outcomes and student outcomes have been established to reflect the mission and vision of the College of Western Idaho and the OT profession, as outlined by the American Occupational Therapy Association (AOTA). Upon completion of the occupational therapy assisting program, graduates will have met the established student outcomes and demonstrated competency and proficiency in the following knowledge, skills, and attitudes.

1. Working in collaboration with and under the supervision of a licensed occupational therapist (OT), demonstrate entry-level generalist competence with the application of theoretical perspectives in the development of evidenced- and occupation-based assessments and interventions. (Threads 1, 3, 4)
2. Demonstrate an understanding of the multifaceted components of human performance and its relationship to active and successful participation in occupation throughout the lifespan. (Thread 2).
3. Consistently demonstrate values, attitudes, and behaviors that strictly adhere to the profession's philosophy and standards of ethical practice, as well as exhibit exemplary moral and ethical judgment in practice and uphold confidentiality of all persons at all times. (Threads 1, 5)

4. Demonstrate the ability to clearly, accurately, and succinctly perform written and oral communication when communicating with clients, peers, and referral sources, as well as with the documentation of OT services. Students will use appropriate medical terminology and a variety of electronic and non-electronic medical record platforms. (Thread 5)
5. Demonstrate cultural sensitivity and respect for diverse human life and advocate for occupational therapy care that works to restore optimal human safety, independence, and dignity of all people, groups, and communities. (Thread 4)
6. Demonstrate exemplary leadership skills by taking an active role in advocacy for and about the field of occupational therapy and by maintaining active involvement in local, state, and national organizations. (Thread 5).
7. Demonstrate habits of a life-long learner and continually pursue ongoing professional development opportunities in order to stay current with practice trends and best evidence within the profession. (Threads 3, 5)

Program Outcomes:

1. The program will deliver competent entry-level generalist occupational therapy assistants who provide quality services working in a variety of practice settings to the regional service area and under the supervision of a licensed occupational therapist.
2. The program will foster the development of a value system that includes the uniqueness, dignity, rights, and individual learning styles of the individual and supports engagement in meaningful occupations.
3. The program will deliver graduates who demonstrate respect for diverse human life and advocate for occupational therapy care that works to restore optimal human dignity and functional independence.
4. The program will deliver graduates who strive to be lifelong learners and who continually pursue professional development opportunities within the OT profession.
5. To provide for opportunities for faculty and students to have direct input into the quality measure, quality assurance, and ongoing process improvement of the program.
6. To ensure ongoing assessment of the program to ensure that the mission of the program is being addressed and met.
7. The program will maintain a dynamic, evolving, and responsive strategic plan to ensure that the program is current, relevant, and meeting the needs of students, the college, and the community.

II. CWI OTA PROGRAM

ACADEMIC ADVISING

In order to maximize the student's successful navigation of college life and OTA prerequisites, students are assigned a CWI Student Success Advisor. To be admitted to the OTA program, it is expected that students have previously met specified prerequisites and application requirements for admission and have been selected for admission. After admission to the program, in addition to continuing to receive advising from their previously assigned SSA, the student will also have access to OTA program faculty for advising specific to courses, individual student progress, professionalism and professional behaviors, academic standing, clinical rotations, and the field of occupational therapy. Students are encouraged to meet with course instructors, individually assigned faculty advisors, and their Student Success Adviser on a regular basis, at least once each semester, and whenever student, faculty, or advisor deems it necessary.

OTA PROGRAM FACULTY

OTA program faculty offices are located on the Ada County Campus, on the 2nd floor of the Quail Building (AQU). The OTA faculty places high priority on facilitating the success of the student and toward that end, strive to make time to meet individually with students both during and around office hours. Appointments must be scheduled through email. For privacy reasons, students are not allowed in the faculty area. OTA faculty have access to private quarters in which to meet with and provide advising to students. As a professional courtesy, please do not try to handle business during class or break times. Also, please take into consideration that instructors may not be available immediately before and after class time as they may be finalizing preparation for classes and labs. Of course, emergencies are an exception to this.

Adjunct and part-time faculty do not have office hour availability as they are practicing clinicians. Adjunct and part-time faculty appointments are to be made at times convenient to faculty. All requests for meetings must be submitted through email. Students are asked to be sensitive to the amount of time taken for advising.

LIBRARY

Resource and reference materials for the OTA Program are housed in the lab, online, and in the library. The College has librarians on staff at both the Canyon and Ada County campuses. In addition to the book collection, the library has numerous journals and extensive online resources.

At times, an OTA Instructor may place items on reserve in the library. These resources may need to be used in the library only, to ensure that all students have access to the material. Honoring reserve instructions demonstrates your ability to work as a team member.

If you need any assistance with using library's resources, please seek assistance from a librarian or consult your course instructor.

CAREER SERVICES

A portion of the OTA curriculum includes activities and assignments that assist the student with job searches, resume preparation, and interview skills. These learning opportunities are woven throughout the program at specific intervals.

DATA TRACKING

For accreditation purposes, the OTA program is required to track and report specific information, including job offers, employer and student satisfaction, national certification exam pass rates. For this reason, the student is asked to maintain current contact information with the OTA program during and after graduation.

OTA PROGRAM COMPLETION

In order to maintain placement in the OTA program, students must meet the following criteria:

- Full-time class credit commitment during all four semesters of the program. Students must be available for variable class times (day, evening, or weekend).
- Employment must not take priority over involvement in the OTA program.
- OTA prerequisites, courses, and fieldwork rotations are taken in a specific sequence.
- Attendance and punctuality are required.
- Faculty members of the OTA program will not approve an appeal to withdraw from a course if a student is not successfully passing a course after CWI's withdraw date or if the student is on probationary status at the time of request.
- All prerequisite requirements and courses must be completed prior to acceptance into the program.
- Before being assigned fieldwork rotations, students must successfully complete all prior coursework.
- Failure to meet these criteria will result in non-admittance or being dropped from the OTA Program. Grades of D or less will require the student be placed on probationary status and retake the course or courses within one academic year or the next time the course is offered.
- Students who receive a D or less in a course that has a co-requisite will be required to retake both courses within one year. Students who do not retake both courses within one year will be dismissed from the program.
- Students dismissed from the OTA Program cannot reapply.
- Students who voluntary drop or withdraw from the OTA program must reapply through the standard application process, including submitting new paperwork and completing the selective admissions criteria. Previous admission application will not count for the second application.
- A reapplication will be considered only once and must be within 12 months of withdrawal. Students will be subject to all admissions requirements, as if they are a new applicant to the program.
- Students who have an involuntary drop due to non-attendance will be dismissed from the OTA program and may not reapply.
- Students may retake one course (includes prerequisite and professional courses) one additional time.
- Students failing more than one program course or a single course more than once will be dismissed from the OTA program and cannot reapply.
- Students receiving two letters of probation during the program will be dismissed from the OTA Program and cannot reapply.
- In order to continue on to the next semester, students must have a grade of 75% or higher.

OTA CURRICULUM SEQUENCE

Course No.	Course Title	Credit Hours		Total	Offered
		Lecture	Lab		
Pre-requisites					
ENGL 101	Writing and Rhetoric I	3			F/Sp/Su
PSYC 101	Intro to Psychology	3			F/Sp/Su
BIOL 226/227P	Anatomy and Physiology I	4			F/Sp/Su
BIOL 227L	Anatomy and Physiology Lab I		1		F/Sp/Su
Total		10	1	11	
Fall I					
OTA 100	Introduction to Occupational Therapy	3			
OTA 206	Pediatric Occupational Therapy Lecture	3	2		
OTA 170	Fieldwork Level I: Placement 1		1		
BIOL 228	Anatomy and Physiology II	3			
BIOL 228L	Anatomy and Physiology Lab II		1		
Total		9	4	13	
Spring I					
OTA 155	Movement in Human Occupation	1	2		
OTA 210	Psychosocial Intervention Lecture	3			
OTA 210L	Therapeutic Activity Lab	1	2		
OTA 130	Professional Issues I	2			
OTA 175	Fieldwork Level I: Placement 2		1		
GEM 3	Math	3			
Total		10	5	15	
Fall II					
OTA 215	Adult Physical Dysfunction Lecture	3			
OTA 215L	Adult Rehab Lab		3		
OTA 235	Geriatric OT Lecture	2			
OTA 231	Professional Issues II	2			
OTA 180	Fieldwork Level I: Placement 3		1		
COMM 101	Fundamentals of Oral Communication	3			
Total		10	4	14	
Spring II					
OTA 270	Fieldwork Level II: Placement 1		6		
OTA 275	Fieldwork Level II: Placement 2		6		
Total			12	12	
Grand Total				65	

The minimum number of credits for the OTA AAS is 66

Credit-to-contact hour ratios for students at the College of Western Idaho are as follows:

- Didactic Lecture = 1 credit = 1 contact hour per week
- Lab = 1 credit = 2 contact hours per week
- Fieldwork I = 1 credit = 45 contact hours

GRADING SCALE

A	90-100%
B	80-89%
C	75-79%
D	65-74%
F	<65%

NOTE: In keeping with the 75% minimum passing score for the national certification exam, in order to pass any course and progress in the OTA program, a minimum average grade of 75% must be earned in all courses.

OTA PROGRAM POLICIES AND PROCEDURES

OTA PROGRAM ADMISSION

Admission to the CWI Occupational Therapy Assistant Program is competitive and based on many factors, including grade point, understanding of the field of OT as evidenced by a personal writing sample, and recommendations from professionals who have a familiarity with the individual talents and abilities of the applicant. The OTA Program Admission Committee seeks a well-rounded individual who has proven that she or he can be diligent and withstand the rigors of a professional program.

The program admits one fall-start cohort each year. Applications are accepted from March 1st through April 30th. Applicants who submit prior to the priority deadline of April 1st will receive up to 5 additional points towards their application. Applications must be received by One Stop Student Services prior to closing. Post marked by the 30th will not suffice. All applicants are required to attend a one-hour overview of the program held in early May and will be notified by email of acceptance, alternate list, or denial as thoughtful decisions are made. At the required face-to-face meeting, applicants will have the opportunity to meet and interact with OTA faculty, ask questions, and tour the OTA lab spaces.

Students who receive letters of acceptance, as well as those who are placed on the alternate list, must successfully complete all program requirements prior to the first day of fall class. Those students who do not complete all requirements will forfeit their place in the program.

Students placed on the alternate list will be notified of acceptance as soon as is feasible.

The OTA Program Admission Committee is committed to base admission decisions on the potential of the applicant to successfully complete the program. The completeness and the quality of the application are extremely important and incomplete applications will be rejected.

In order to be as objective as possible, each required element is assigned potential points and admission decisions are based upon total points earned through required elements. In order to be eligible to apply for the program, a student must complete all prerequisites, provide a well-written cover letter demonstrating knowledge of OT, and submit 2 letters of recommendation. An applicant can strengthen his or her application by completing all prerequisites with exemplary grades, seek letters of recommendation from professionals who can speak to your strengths, and reflect good insight and knowledge of the field of OT in your cover letter.

Letters of recommendation must be written by supervisors, managers, teachers, or co-workers. Letters from family and friends will not be accepted.

For a complete list of admission requirements, please see OT Program Information Sheet on page 60 of this handbook.

APPLICATION PROCESS

Application to the College of Western Idaho

- Apply for **CWI Admission** and claim Health Sciences as your major.
- If you have completed a bachelor's or master's degree, complete the **Bachelor's Degree Transfer Credit Request Form** and submit it to One Stop Student Services. This form is **not** included in your OTA application packet.
- Demonstrate completion of all program pre-requisites. If completed elsewhere, courses will be verified by submission of **Official Transcripts**. Transcripts must be sent to the CWI registrar from the college or university of origin.

Application to the OTA Program

- Complete the **OTA Program Application**.
- Submit 2 professional references on the **OTA Reference Form**.
- Submit a copy of **Unofficial Transcripts** with all pre- and co-requisites, and previous degrees **very clearly** highlighted.
- If courses are currently in progress, the student will complete the **Course Credit Verification Form**. Please note, this form must be signed by the instructor of the course(s) being verified and then included in your application packet.
- Complete a **cover letter** that is no less than 500 words and no more than 1000 words. Your cover letter should answer the following question: Why are you interested in pursuing occupational therapy assisting and what components of your life experience have prepared you to enroll in the OTA program and pursue a career in occupational therapy?
- Attend a **mandatory Applicant Information Session** in early May.

All necessary forms can be found online at the CWI OTA Program webpage. Once complete and ready to submit, it is strongly recommended that the applicant make copies of all application

materials and maintain them for your personal records. Place all required materials in a large sealed envelope and mail it to One Stop Student Services, College of Western Idaho, P.O. Box 3010, Nampa, Idaho, 86353. Application packets can also be hand-delivered to any One Stop location on the Ada County Campus, Canyon County Campus, or at The Micron Education Center in Nampa.

EVALUATION

Vital skills checklists and lab practical exams are important components of many of the OTA Program courses. These evaluation tools are necessary to ensure that the student is capable of carrying out basic clinical skills prior to working with patients in clinical settings. Unless otherwise specified, the vital skills checklists must be completed in a satisfactory manner prior to receiving a passing grade. The lab practical exams are graded and entered into the computation of the grade for the course along with all the other graded assignments.

Special circumstances apply to the Level II Fieldwork courses. If a student fails her/his first placement of OTA 270 and subsequently passes on the second attempt, the student is expected to pass OTA 275 on the first attempt, in order to complete the program and graduate. The failure of the first placement may count for both OTA 270 and OTA 275. A student may not be given a second opportunity to pass OT 270 and OTA 275.

LABORATORY AND CLASSROOM POLICY

The OTA program has access to various classrooms but the OTA laboratory is proprietary and only used by the OTA program. Even if not specified as being separated from lecture, most OTA classes have laboratory components. If a room change is necessary, students will be informed.

Student labs are designed for the express purpose of allowing OTA students to practice procedures and techniques they have studied in class. Labs provide an environment in which OTA students can practice clinical skills. The labs are not to be used for providing therapy to other students, friends, or family members. Therapy students are allowed to practice in the labs under the supervision of program faculty or course instructors. Occasionally, we may have a volunteer from the community who is willing to participate in a classroom demonstration and student practice session for specific techniques. Any person, student or volunteer, who participates in a lab for educational purposes will be expected to sign informed consent, before participating in any laboratory sessions.

Therapy labs are normally open to OTA students outside of specific lab hours and students may enter and use the lab for practice as long as a class is not being held in the lab, and with permission from the OTA Department Chair or OTA faculty member. After 5:00 p.m. and when a faculty member is not on the premises, the labs will be locked. All lab equipment is to be secured and on CWI premises when not being used.

Students are to treat the lab and equipment with care at all times. You are to clean up after yourselves, return equipment to its proper place, and lock up the lab when finished. Equipment stored in locked storage closets and cabinets can only be obtained through an OTA faculty member. Students should not move or reposition mat tables. Soiled linen should be placed in hampers.

OTA students are expected to treat each other and their class instructors with respect. Because of the nature of many in-class and lab activities, students are expected to work cooperatively with lab and class assignment partners. Students are expected to approach each assignment with the professional manner you would use with a client.

No food or drink are allowed in lab at any time. No food allowed in classrooms, but, if in closed containers, drinks are allowed in the classroom. Regular breaks are provided during both lecture and labs.

- **Children:** Only OTA students, faculty, and guests lecturers are permitted in the lab. Without explicit permission from the Program Director, no guests or visitors are allowed in the lab at any time. Students' friends, family members, and children are not permitted in the lab and it would never be appropriate to invite anyone to attend lecture or lab without explicit permission from the Program Director. Children should not be left unsupervised in college or clinical facility areas. Students who bring children to class or clinical will be asked to leave. If students are unable to arrange child care, they must take an unexcused absence.
- **Pets:** Pets are not permitted in classroom, laboratory, or clinical settings. Students who bring pets to class will be asked to leave and the absence will be considered unexcused. Certified Service Animals must be approved by Student Disability Services prior to bringing the animal to class.

OTA PROGRAM SAFETY POLICIES AND PROCEDURES

Students are responsible for thoughtful care of all equipment utilized in lab instruction. Any student willfully damaging equipment will be financially responsible for repair or replacement. If equipment is accidentally damaged and a student causes or discovers it, and reports it to the instructor, the student will not be financially responsible. The OTA program is responsible for maintaining a safe environment for students in the lab and during completion of other educational activities. All old and new equipment will be inspected at the beginning of a semester where it is used and again prior to use in classroom instruction. Students will receive instruction in proper use of equipment prior to utilizing it in a learning activity with peers.

- Toxic and/or aerosol materials will be used only in open, well-ventilated spaces.
- Protective coverings will be used on all surfaces.
- Material Safety Data information sheets are located in a notebook in the lab; activities using potentially hazardous materials will be noted and students are responsible for consulting the data sheet information.
- Disposable gloves and other appropriate Personal Protective Equipment (PPE) are available at all times in the lab. Instructions for mandatory use situations are detailed in lab instruction materials. Students may be instructed to or requested by faculty to use PPE whenever a potential safety circumstance may occur.
- There are certain situations that require the use of safety goggles. Students will be informed and educated and will required to adhere to policy during these learning activities.

GENERAL LABORATORY AND CLINICAL SAFETY

Universal Precautions: During classroom lab activities, hands should be washed between sessions of working with fellow student, faculty, or community members. Gloves must be worn if a student or instructor has open wounds on the hands. All used gloves must be disposed appropriately in waste baskets. In the event that any surface in the lab becomes contaminated with body fluids, appropriate clean-up procedures will be implemented, including any needed assistance from maintenance personnel.

Students will be educated and assessed on universal precaution procedures at least annually. Documentation of acceptable knowledge and skill will be maintained in each student's fieldwork file.

INFECTION CONTROL

The program is responsible for maintaining a safe and healthy environment for students and faculty while in the classroom setting and during any relevant learning activities. General cleaning and maintenance procedures, performed on a regular basis, include the following:

- The classroom area will be cleaned and maintained in accordance with the policy developed by the College.
- Program equipment should be cleaned with an antiseptic solution available in the classroom following each use; this includes all mat tables, wheelchairs, canes, walkers, tub benches, therapy balls, etc.
- Linens and clothing used in class are to be washed at the completion of each session of use.
- Kitchen equipment is to be washed, dried, and put away following classroom use. Cleaning supplies are located in kitchen area.

LAB HANDLING ACTIVITIES

Students are expected to participate in learning activities that require them to physically interact with peers. To ensure a respectful learning environment, and as a means of learning best practice, students will communicate with one another when preparing to handle another's body or body parts. There may be particular lab activities that require visual observation of movement. In those circumstances, students may be requested to don a tank top for specific activities. See the course instructor regarding alternative strategies when needed.

Prudent dress is required for other handling activities. Avoid dangling jewelry, open-toed footwear, or excessively loose clothing that could become tangled in therapy equipment. Avoid using strong scents that may cause a reaction by another person who will be in close proximity to you. Students are expected to observe these guidelines on all fieldwork experiences and are to seek guidance from their assigned supervisors prior to physically interacting with clients.

COLLEGE SAFETY POLICIES

Upon entry into the program, students will receive copies of all published College safety policies and procedures addressing emergency procedures, reporting of incidents, fire procedures, building

evacuations, tornadoes and bomb threats. Copies of all these materials are maintained in the OTA classroom/lab for reference. Program faculty will assume responsibility for assisting or directing assistance for any person with a disability who needs to relocate due to a safety issue.

Note the location posting of the college's emergency evacuation information for your classroom and lab.

LATE POLICY

To receive all possible points, plan to attend classes and labs daily. All assignments are due before class begins, unless specified otherwise. Either drop-box or submit hard copies, per assignment instructions. All rubrics are to be attached to assignments, and are to be filled in with name and other required information. All writing assignments require a cover page. An assignment submitted late will receive an automatic 10% point deduction. Assignments submitted 24 hours after the due date will not receive points. There is no grace period on the last day of the term. Leaving assignments at home and not providing a hard copy when required count as late assignments. If you are ill or have a verifiable emergency, contact your instructor ahead of time, or as soon as circumstances allow.

Unless prior arrangements have been made, or in the case of a verifiable emergency, plan on taking all practicals, quizzes, and exams on the date scheduled. Re-scheduled practicals, quizzes, and exams will be scheduled outside of class time. Any practical, quiz, or exam taken outside of the scheduled time may receive an automatic deduction, unless prior arrangements have been made or the student has written documentation supporting verifiable emergencies. In the case of a verifiable emergency, the student must provide supportive documentation to avoid the automatic point deduction. Practical, quizzes, and exams must be taken on the first day back to school. Prior arrangements and verified emergencies will be reviewed at the discretion of the OTA Program Director and on a case-by-case basis. There may be in-class assignments that cannot be made up if missed.

More details regarding the late policy can be found in the Policy section in this handbook.

EXAM AND PRACTICALS POLICY

Students must achieve an average of 75% on course exams. If a student does not achieve 75% on individual exams, they will have the opportunity to retake the exam one time. Regardless of final score on retake, the highest a student will earn for that exam is 75%. If a student does not average 75% on exams in a given course, regardless of course grade, they will not pass the course.

Students are required to demonstrate competence with practicals. Prepare for your practicals in such a way that you will pass them on the first attempt. A student must earn a minimum grade of 75% to pass. Even though you are required to retake the practical until you demonstrate competence, you only have 2 opportunities to achieve a passing grade.

On the 2nd attempt, the highest grade that can be earned is 75%. On the 3rd attempt, the highest grade that can be earned 50%. The student is required to continue to retake the practical until competency is achieved.

STUDENT ATTENDANCE POLICY

ABSENCES, TARDINESS, AND CANCELLATIONS

Students will demonstrate professional behaviors, which includes being in attendance and on time for all lectures, labs, and fieldworks. Students will be responsible for their own behavior and for the implementation of feedback given by faculty or fieldwork educators.

Should you need to be late or absent for a class, it is your responsibility to contact your individual instructor. Pristine communication is a good skill to get into the habit of using. All employers expect their workers to inform them when they will be late or absent. The CWI OTA Program maintains the same expectation.

You will be informed of all faculty absences and tardiness. Usually, classes will not be cancelled. Instead, alternative instructional activities will be provided. You must attend class to receive credit for assignments given in class.

If the student is on fieldwork and experiences an unavoidable absence, she or he is required to inform the Clinical Instructor and the OTA Academic Fieldwork Coordinator (AFWC) immediately.

Attendance and Absences:

1. Attendance in all classes, labs, and other learning activities is taken very seriously. Students are expected to attend all classes for each course, arrive on time, and stay for the duration of class.
2. Absences will be either excused or unexcused.

Excused Absences:

Excused absences are those that have been previously discussed with OTA faculty and that have verification and evidence to support the need to be absent. Even with excused absences, 10% will be deducted from all assignments. Two excused absences for each course and four excused absences per semester are allowable. A third absence in one course or a fifth absence per semester will result in automatic probation.

- Death in the immediate family are excused. Bulletin from the service may be required.
- Sudden, severe personal or family illness are excused but a note from a physician is required. One illness-related absence per semester will be honored as excused without a doctor's note.
- Catastrophic accident. Agency report, such as police report, may be required.
- Severe snow days. Students are expected to use good judgment and to never compromise safety of self or others.
- Pre-approved college activities or national conference events. Prior written permission by the Program Coordinator and evidence of attendance.

Unexcused Absences:

Examples of unexcused absences are those listed below or that fall into the category of an appointment or event (including medical appointments) that should be scheduled at a time that does not require the student to miss class.

Observable effort to prioritize coursework is expected from all students. An automatic 25% will be deducted from all assignments and 100% will be deducted from in-class assignments, per

unexcused absence, no exceptions. Only one unexcused absence per course and three per program semester are allowed. Two unexcused absences in one course or four unexcused absences across the program in a single semester will automatically place the student on academic probation. An unexcused absence will be earned in the following ways:

- Being late to class or fieldwork, or leaving class early without pre-arranged approval. All classes will begin on time and at the time designated by the instructor to resume following breaks. Classes ends when the instructor dismisses the class.
- Students who do not contact their instructor prior to missing or being late for class. It is not the responsibility of other students to deliver or relay messages of tardiness or absence. This is unprofessional and considered an unacceptable form of communication.
- Personal appointments with physicians, dentists, etc., scheduled during class and lab times.
- Personal weddings, events, or vacations scheduled during class times.
- Any excused absence in which pre-notification of the instructor did not take place or evidence was not provided within one week.

Please note: Absences from fieldwork responsibilities should never occur except in cases of emergency.

Students must report fieldwork absences to both the Academic Fieldwork Coordinator and the clinical instructor. The Academic Fieldwork Coordinator and the clinical instructor will collectively determine whether the student's absence is excused or unexcused. Absences not reported precisely as instructed will be considered unexcused. Method of communication with the Academic Fieldwork Coordinator will be determined by the AFWC and students are expected to only and always communicate in this manner. Students must follow facility instructions on reporting absences to their clinical instructors.

Class Participation:

- Students are expected to read homework assignments and come to class prepared. Students who are unable to answer questions, participate, or have not read or completed assignments may be at risk for losing points.
- Students are expected to attend, participate, and actively engage in all classes and fieldwork experiences. Students who choose to not participate, become argumentative or aggressive, monopolize or disrupt the conversation, or demonstrate unprofessional behavior or communication (verbal and non-verbal) may be asked to leave the classroom or lab. If a student is asked to leave lecture or lab for any reason, they risk losing 25% of assignment points and then will be required to meet with the instructor and the Program Director before being permitted to return to class. The CWI OTA program has zero-tolerance for aggressive, disruptive, disruptive, or unprofessional behavior.

DEAD WEEK POLICY

Because of the rigorous nature of this program and because every minute counts, the CWI OTA program does not recognize the concept of dead week. During the 15th week of the semester, attendance at all classes, labs, fieldwork, and community service experiences is required and expected.

JURY DUTY

Jury duty is a privilege of being a citizen of the United States and students are encouraged to fulfill their obligations with fidelity and integrity and absences caused by jury duty are excused. That said, absences caused by this type of commitment can potentially cause hardship to the student, particularly if it occurs during fieldwork experiences. The student is required to notify the Program Director of jury commitment and to provide evidence of jury duty assignment. Upon consultation with the student, the Program Director may prepare a letter requesting reschedule of jury duty.

If jury duty cannot be rescheduled, the student must make arrangements to obtain course notes and assignments. The student is also expected to take responsibility for all course work or make-up work without penalty of late assignment policy.

ASSIGNMENT POLICY

In order to receive full credit on assignments, with regards to submission, students are expected to demonstrate professional behavior by turning in assignments at the beginning of the class period on the due date. Assignments handed in after the initiation of class are considered late.

- In case of excused absence, the assignment must be e-mailed to the instructor prior to class.
- If an exam, practical, or quiz is scheduled and the student has pre-approval for an excused absence, the competence testing must be completed prior to the absence. If the student does not initiate to schedule examination with instructors prior to the absence, the student will receive a zero grade for the exam or quiz. It is the student's responsibility to schedule make-up exams with the instructor well in advance of the absence. There will be no make-up exams after the absence unless the absence is excused and for an unavoidable catastrophic event.
- Any practical, quiz, or exam taken outside of the scheduled time may receive an automatic 20% deduction, unless prior arrangements have been made or the student has written documentation supporting verifiable emergencies. In the case of a verifiable emergency, the student must provide supportive documentation to avoid the automatic 20% deduction.
- Students are not allowed to turn in assignments for other students.
- All assignments must be submitted regardless of whether the due date is past. If the assignment is not turned in, it is considered a violation of the Code of Ethics and may result in probation.
- Assignments submitted late will receive an automatic 10% deduction. Assignments submitted 24 hours after the due date will not receive points.
- Exams and quizzes can only be made up for excused absences. Students with unexcused absences are not be allowed to make up missed exams or quizzes.
- Assignments are expected to be of professional quality, legible, and in the correct file format. If assignments are considered illegible they will be returned to the student and considered late.
- For the most part, assignments are type written, but with the few handwritten assignments, work should be in black or blue ink.
- For type written assignments, work will be word processed in 12-pt font, double-spaced, and spell-checked. APA style is required.
- Rubrics are to be attached to assignments, and are to be completed with name and other required information. All writing assignments require a cover page.

COMPUTERS, TECHNOLOGY USE, AND SOCIAL MEDIA POLICIES

The advent of social media and the increase in technology use in the classroom as instructional tools has caused both opportunities and distractions. The expectations for the occupational therapy assistant student are to fully engage and to be present during class and lab times. This means that you should strive to be free from technological distractions. Research has shown that these distractions may cause individual inattentiveness and difficulty focusing on educational opportunities.

- All electronic devices must be on silent mode at all times during class, lab, or clinical.
- Cell phones, iPods, iPads, pagers, laptops, High-Resolution DVR Spy Pens with camera and microphone capabilities, or any other electronic device (excluding ADA authorized devices) must not be used. Individual instructors may have policies regarding the use or allowance of technology in the classroom. If there is an emergent reason to use a cell phone, the instructor must be advised first.
- In urgent situations, students are expected to leave the classroom to take and make phone calls. To avoid unexcused absences, the instructor must be notified immediately.
- If use of electronics in any form and in any OTA setting becomes distracting, the student will be dismissed and will take an unexcused absence.
- Students found to be using social media or technology inappropriately will be dismissed from class and will receive an unexcused absence.
- Students are expected to actively engage in class discussions.
- With instructor approval, electronic device use is acceptable to access texts, to take notes, and to research discussion topics.
- Students may not electronically record lectures, labs, or demonstrations without written authorization from the instructor. Students who record or publish without authorization will automatically be placed on probation and will be required to cease the broadcast of electronic information. Copying or use of materials without permission is a violation of intellectual property rights and is a form of plagiarism. Students who record and/or publish anything related to the course or program are in violation of the Code of Ethics.
- Power points or lecture material is considered the intellectual property of the instructor or the institution, cannot be copied or used without permission, and must be limited to study purposes only.
- Students may develop or participate in group social media pages but does not speak for or represent the CWI OTA program. Use of OTA material, logos, or content is prohibited. Students participating in group social media platforms understand that the page is not an extension of CWI or the OTA program.
- Students may not discuss or share client and client constellation information. Any student found to be in violation of this policy will immediately be placed on probation and/or dismissed from the program.

COMPUTER COMPETENCE

Prior to entering the program, students are required to possess basic skills in the use of computers and word processing. Email and Blackboard are frequently used in the program and is required of all OTA classes.

PERSONAL COMPUTERS

Access to a personal computer with Internet access is required of all students enrolled in the OTA program. Computer labs may be available for student use. Please check with One Stop Student Services or the CWI library for additional information.

PROFESSIONAL PRESENCE

OTA students are expected to reflect modest and professional appearance and behavior at all times. Students are allowed to wear business casual in classes and labs, but whenever participating in any on-campus or off-campus service or learning activities dealing with members of the public, students are required to wear the OTA program polo and identification badges, and are required to cover tattoos and remove facial piercings. This includes when hosting guests in lecture or lab, during fieldwork or site visits, and during student-led presentations and programs. Students should use common sense in this area and dress should be appropriate to the learning activity of the day. For example, closed-toe shoes should always be worn in labs dealing with mobility and transfers. It is important to reflect a high level of professionalism to guests, the community, college leadership, and to other CWI students. Professional appearance and behavior is extremely important, reflects character, and affects fieldwork placement and employability. The CWI OTA program considers this an important facet of professionalism.

Some fieldwork sites will require specific uniforms. In those instances, the student will adhere to the fieldwork site's dress policy. The student is required to confirm appropriate dress during initial contact with fieldwork sites. Unless otherwise specified, CWI OTA students will wear the CWI OTA uniform when on fieldwork.

Considerations for professional dress

- No dangling jewelry
- No perfume, cologne, or aromatic oils
- No artificial or long nails
- Long hair is to be tied back
- Clothing will be clean and in good condition
- No clothing that reveals bare midriff, shoulders, or backsides, or that is see-through, tight fitting, including leggings, jeggings, and slim fitted pants
- No body piercing to exposed body sites except for earrings
- Cleanliness and good hygiene practices
- No exposed tattoos
- Shirts long enough to cover midriff and buttocks with reaching, bending, and twisting
- Shirts high enough to cover chest hair or cleavage
- Undergarments must be hidden from sight
- Dresses and skirts should not be revealing

Procedures for non-compliance of the dress code:

- Students found to be in non-compliance to the dress code will be dismissed and are invited to return when they are in compliance with the dress code. If a student is asked to leave class or any other learning activity, this will be considered a verbal warning.

- Subsequent occurrences will result in additional consequences, up to and including probation and dismissal from the program.
- Being asked to leave any learning opportunities for dress code violations are considered unexcused absences.

OTA Program Uniforms:

- Polo shirt with CWI logo
- Name badge
- Tailored slacks
- Socks (no holes)
- Closed-toed shoes

T-shirts can be purchased through the Student Occupational Therapy Association and polos will be purchased through Career Uniforms.

SEXUAL HARASSMENT

The College of Western Idaho is committed to maintaining working and learning environments that foster appropriate and respected conduct and communication between all persons. CWI recognized that sexual harassment can undermine the mission of the College and may threaten the careers of students, faculty, and staff. CWI does not condone sexual harassment in any form or degree. The OTA program adheres to the College policy on sexual harassment.

STUDENT HEALTH POLICY

All OTA students will maintain satisfactory physical and emotional health as required for college admissions and fieldwork. The Occupational Therapy Assistant Program adheres to the CWI Illegal, Unauthorized, or Irresponsible Substance Abuse Policy, as found in the Student Handbook.

- Prior to admittance to the professional program, and no later than the first day of Introduction to Occupational Therapy, OTA 100, students will submit required documentation of immunizations.
- Updated immunization records will be verified by the Academic Fieldwork Coordinator.
- Students are expected to maintain the original copy of the immunization forms and may be asked to provide a copy to fieldwork sites.
- It is the student's responsibility to update all required immunizations and titers.
- If the student chooses to waive required immunizations and tests, placement in fieldwork sites may be limited and the student may be required to wear masks at all times.
- Falsification or omission of information required in the student's health record is grounds for dismissal from the program.
- Random drug testing may be completed.
- Both enrollment in the program and subsequent placement at clinical sites is contingent upon presentation of a negative drug screen. The OTA program supports and enforces a zero-tolerance drug policy.
- Students with positive drug testing will not be placed on fieldwork and will be dismissed from the program.

HEALTH STATUS

In the event of a change to health status, including pregnancy, a student may continue in the program provided she/he is receiving health care and is able to function according to the expectations of all other students. As soon as a significant change in health status is determined, the student must inform the Program Director and submit documentation from a healthcare provider to Student Disability Services. The student is expected to follow the program's policy on absences and is required to present a licensed healthcare provider's statement of permission to return to class and clinical rotations following delivery or after any illness requiring medical attention and resulting in absence from scheduled classes or clinical experiences.

Students must submit verification that identifies any restrictions. This documentation must be provided to Student Disability Services and the Program Director.

Health and Background Requirements:

All students are required to meet the health, TB screening, immunization, CPR, health insurance, criminal and background screening requirements. Besides the background check, all requirements are to be completed prior to beginning the program and must be maintained throughout the OTA program.

- Physical exam: Completed no earlier than 6 months prior to admission. The OTA program utilizes and provides (see Appendix) the standardized School of Health Professions Health Assessment form.
- Current CPR certification: Documentation of current American Heart Association Basic Life Support certification for healthcare providers (to include adult, child, and AED training) is required for two continuous academic years.
- Health Insurance: Students must provide evidence of current health insurance coverage. Proof of coverage is required to be submitted annually, along with TB and influenza.
- Criminal and Background Screening: Upon admission to the OTA program, a background screen is required that covers the previous 7 years. If for any reason, the student defers studies, she or he will be required to repeat background screening. If the background screen reveals previous criminal charges, the student must meet with the Program Director to determine whether the student can enter the program. The student must be aware that some fieldwork sites may require additional criminal and background screening and/or additional drug/alcohol screenings at the student's expense.
- Negative TB test: One of the following is required: PPD Skin Test administered within the last 12 months (note that this test requires two visits, one for test administration and one to have the test read); OR QuantiFERON TB-Gold blood test within last 6 months (lab report required); OR TSpot Blood Test within the last 6 months (lab report required). If positive TB test, a negative chest x-ray within the last 12 months (lab report is required) is required. This test must be updated annually.
- MMR: Measles, Mumps, and Rubella. One of the following is required: 2 vaccines; OR positive antibody titers for all 3 compounds (lab report required); OR if submitting a booster shot, please provide documentation of a negative or equivocal titer (lab report required) along with 1 booster vaccine (administered after titer).
- Rubella: Titer or documentation of 2 MMR immunizations.

- Hepatitis B: One of the following is required: 3-dose series; OR positive antibody titer (lab report required).
- Influenza: this is an annual vaccine.
- Varicella: Positive antibody titer (lab report required) or documentation of 2 Varicella immunizations or documented history of past infection by physician diagnosis.
- TDaP: Tetanus, Diphtheria, and Pertussis. Documentation of the TDaP vaccination administered in the last 10 years.
- Hep A (recommended)
- Additional Immunizations and Testing: Clinical fieldwork sites may require additional immunizations and tests in order for students to be placed for clinical rotations. Students will be informed of any additional requirements prior to placement.

Declination of Vaccination:

Under certain circumstances, a student may decline vaccinations but the student must be aware that infectious diseases are prevalent within all clinical facilities and being without immunity substantially increases chances of contracting disease. The OTA program requires successful completion of clinical fieldwork experiences. All healthcare settings require attestation of full immunization. If an exemption is claimed, the student may be excluded from fieldwork. If excluded from fieldwork, the OTA program has no obligation to provide the student with alternative fieldwork placement and this will likely result in the students' failure to complete the program. The student will be held to the same standards of caring for clients as all other OTA students.

- **Costs:**

Costs of meeting and maintaining health, background checks, and all other OTA program requirements is the sole responsibility of the student.

- **Failure to Meet or Maintain:**

It is the student's responsibility to be aware of and remain compliant with all requirements. Failure to comply will result in removal from fieldwork rotations and possibly dismissal from the program.

- **Liability Insurance:**

The College of Western Idaho provides liability for OTA students but the student may choose to purchase additional malpractice coverage.

STUDENT FILES

Individual student files are maintained by the OTA program. The primary purpose of student files is to contribute to the education development of students and to comply with various yearly statistical reporting requirements.

Files are kept securely, in a locked office, and contain admission documents, copies of transcripts, OTA program application, letters of recommendation, and entry essays. Additionally, files contain a photo of the student, advising, remediation, other documentation regarding the student, and a checklist of OTA program requirements. Original copies of immunizations, CPR, health insurance, etc., are not kept by the OTA program and are the responsibility of the student to maintain.

In addition to the student file, the OTA program maintains a white board dedicated to fieldwork purposes, with basic student information, including student photo and general fieldwork assignment information. The white board is maintained in a private location and is not viewable to the general public.

Student files are maintained as active files until graduation. At that point, files become inactive and are maintained for a total of three years. After that time, files are shredded. Files of students who withdraw for whatever reason are maintained as inactive for no more than 3 years.

In keeping with the Family Education Rights and Privacy Act (FERPA), students have the right to expect that the information maintained by the OTA program is kept confidential. Files are only accessed by OTA program and CWI personnel involved in teaching, advising, or assisting students in an official capacity. Students may review their files with faculty advisors during scheduled advising appointments.

BODILY FLUIDS AND BLOODBORNE PATHOGENS POLICY

All OTA students will take proper precautions when working with and around bodily fluids. Every precaution must be taken to avoid exposure to blood borne and other pathogens. In all health professions, there is a chance of being exposed to bodily fluids and blood borne pathogens and precautions must be taken.

- **Protective Supplies:** Students on fieldwork will always have protective supplies available, including gloves, cleaning supplies, and red bags for disposing of infectious waste. You will be educated by your clinical instructor of individual site policies and procedures.
- **Vaccine:** All vaccines will be kept up-to-date to protect from contracting Hepatitis B and other communicable diseases.
- **HIV Exposure Treatment:** There is a treatment available to help prevent contraction of HIV. The treatment is a multiple drug therapy that, when administered within 1-2 hours of significant exposures, has been shown to result in a 79% decrease in HIV seroconversion. The Center for Disease Control recommends the use of this treatment following any significant blood borne pathogen exposure.

EXCEPTIONS TO POLICY

While in the OTA program, students should inform faculty of any changes occurring in life that may have the potential to negatively impact studies and school performance. OTA faculty will use discretion in making exceptions to written policy.

ACADEMIC REMEDIATION

An OTA Program student will be under academic remediation rules and procedures when the following circumstances exist:

- The student's cumulative grade drops below 74%.
- The student has more than 2 unexcused absences.

Once a student is identified and informed of her/his academic remediation status, the student will first meet with the course instructor to plan a course of remediation. The plan of remediation will be in writing and signed by the student, the course instructor, and the Program Director. At this

time an Academic Remediation Facilitator will be designated. The facilitator may be the course instructor, the Program Director, Site Coordinator, or another appropriate faculty member. The plan may include, but is not limited to:

- Additional practice time in lab
- Additional study or lab assignments
- Tutoring by the course Instructor or designee

If the student cannot resolve the deficiencies in the amount of time allowed or available before the end of the course or if the number and magnitude of deficiencies is great, the OTA Program Director, appropriate faculty, and the student will meet to determine a plan of action. This plan may include, but is not limited to temporary or permanent withdrawal from the program.

After completion of the remediation plan, the OTA Program Director reserves the right to determine if the academic proficiency and ability of the student are sufficient to allow the student to continue in the OTA program. The student has the right to appeal any such decisions.

FIELDWORK: GENERAL OVERVIEW

The OTA Program provides Fieldwork Level I (FW I) and Fieldwork Level II Fieldwork (FW II) experiences to offer students hands-on clinical exposure to community settings, in which they have the opportunity to receive real-world experience. Fieldwork Level I is separate and distinct from Fieldwork Level II and its goal is to introduce the student to the fieldwork experience in order for the student to develop a basic comfort level with and understanding of clients' needs. Level I Fieldwork is designed to complement and enrich didactic coursework through direct observation and participation in selected aspects of the occupational therapy process. The student is not expected to provide independent treatment to clients. Fieldwork Level I experiences are provided each semester and are comprised of a combination of one or more of the following: simulated environments, standardized patients, faculty-led site visits, and experience in an actual practice environment. When in actual practice environments, you are required to complete a minimum of 45 hours during the placement. You will work collectively and individually with the Academic Fieldwork Coordinator (AFWC) on specific fieldwork experience and dates and times.

Level II Fieldwork is scheduled during the fourth semester of the program and after the OTA student has completed all on-campus OTA classes. In order to maximize student exposure to different practice areas, the Academic Fieldwork Coordinator (AFWC) assigns the student to two different settings for their Level II fieldwork experiences. During this experience, the OTA student will work full-time as defined by the clinical site, typically Monday through Friday. Each fieldwork experience will be 8 weeks. Hours may vary depending on when therapy sessions are scheduled for the specific setting in which the student works. Some settings require evening and weekend hours and some schedule four, ten-hour days. The total 16-week FW II experience requires a minimum of 480 hours. Students are expected to make up any missed time.

IV. COLLEGE OF WESTERN IDAHO POLICY

All CWI student policy can be found in the Student and Faculty Handbooks and the CWI Policies and Procedures manual, all of which can be accessed on the CWI website and are linked within the pages of this handbook many times.

POLICY OF NONDISCRIMINATION

It is the policy of the College of Western Idaho to provide equal education and employment opportunities and to provide service and benefits to all students and employees without regard to race, color, religion, national origin, gender, gender identity, sexual orientation, age, disability, or veteran status. This policy is in accordance with the laws enforced by the Department of Education and the Department of Labor, including Presidential Executive Order 11246, as amended,

Title VI and Title VII of the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972, the Public Health Service Act of 1971, the Veterans' Readjustment Assistance Act of 1974, the Vocational Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Equal Pay Act of 1963, the 14th Amendment, EEOC's Sex Discrimination Guidelines, as well as Idaho Statutes.

<http://cwi.edu/info/policies>

DISABILITIES STATEMENT

Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in the OTA program should contact the Disability Resource Center Coordinator for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. The DRC Coordinator determines eligibility for and authorizes the provision of services.

<http://cwi.edu/current-students/disability-services>

Inquiries regarding application of these and other regulations should be directed to the College's Affirmative Action Director, the Office of Civil Rights (Department of Education, Washington, DC), or the Office of Federal Contract Compliance Programs (Department of Labor, Washington, DC).

The right to privacy of students of CWI and the clients we serve are protected under the Family Educational Rights and Privacy Act of 1974 (FERPA), as well as the Health Insurance Portability and Accountability Act (HIPAA). Brief explanations and website information follow. The CWI OTA student will become thoroughly educated about both.

Family Educational Rights and Privacy Act of 1974 (FERPA)

A federal law that protects the privacy of student education records.

CWI: <http://cwi.edu/current-students/ferpa-policies>

Health Insurance Portability and Accountability Act (HIPAA)

HIPAA is the federal Health Insurance Portability and Accountability Act of 1996. The primary goal of the law is to make it easier for people to keep health insurance, protect the confidentiality and security of healthcare information, and help the healthcare industry control administrative costs. Students will maintain HIPAA confidentiality and security of all patient and fieldwork site information at all times. Any breach HIPAA may result in immediate probation or dismissal from the OTA program.

<https://www.hhs.gov/hipaa/index.html>

FINANCIAL AID

For terms, conditions, and payment responsibilities regarding financial aid, please visit the link below. By accepting any offer of financial aid from CWI, students agree to all terms and conditions for repayment.

<http://cwi.edu/file/financial-aid-terms-conditions>

FACULTY RESPONSIBILITIES TO STUDENTS

The OTA faculty take their responsibilities to students and to the field of occupational therapy very seriously. They are passionate about OT and hope to impart this same level of dedication and excitement to each of their students.

CWI: <http://cwi.edu/file/cwi-faculty-handbook>

PLAGIARISM

Student Conduct, as outlined in the Policy section of the CWI Student Handbook, are adhered to regarding academic dishonesty including cheating, misrepresentation, out-of-class work, plagiarism, and other violations.

The OTA program has a zero-tolerance of plagiarism and will treat incidents seriously and severely. All students will be honest in completing all exams and assignments and will perform their own work. Group work is to be shared equally and students not contributing their share of the group work may receive reprimand and other consequences. Students should not protect other students who are not participating equally.

OTA COURSE DESCRIPTIONS

OTA 100: Introduction to Occupational Therapy This course provides students with an introduction to the profession of occupational therapy, the role of the occupational therapy assistant, and the importance of everyday activities (or occupations) across the lifespan. Topics include the history, development, philosophy, scope of practice, and standards of practice of the profession. Occupational therapy within the healthcare system is explored with an emphasis on trends and current practice settings. Principles of ethics, role delineation, and professionalism are discussed. Students are introduced to the OT process and domain, as well as foundational concepts such as activity analysis and occupational profile.

Prerequisites: Acceptance into the program and completion of all pre-requisite general education courses.

OTA 205: Pediatric Occupational Therapy Lecture This course is designed to introduce the student to the etiology, symptoms, prognosis, and treatment of pediatric and adolescent disorders and their impact on occupational performance areas and components. Frames of reference, intervention theories, and techniques are explored. Disabilities commonly associated with childhood and techniques used for remediation are the focus. The course will focus on the disabilities that impair function in this population and introduce the student to occupational therapy as practiced with children and adolescents.

OTA 205L: Pediatric Occupational Therapy Lab This lab course builds upon the lecture course and will be a hands-on introduction to the student to treatment planning and intervention implementation techniques commonly used with pediatric and adolescent disorders and their impact on occupational performance areas and components. Laboratory sessions emphasize the application of theory to treatment techniques for specific conditions. Further, laboratory sessions will provide the opportunity for the student to explore the role of occupational therapy in including and educating family and caregivers into and about the child's OT care.

OTA 170: Fieldwork Level I: Placement 1 This is the first of three fieldwork level one experiences and begins to establish the knowledge and skills necessary for successful completion of all subsequent level one and level two fieldwork experiences. Students are expected to complete 45 lab hours, incorporating simulated pediatric clients, faculty-led site visits, standardized assessments, and service-learning opportunities. Students are provided with opportunities to apply problem-solving and critical thinking skills to pediatric clients as well as to current problems found within the community. Students will work individually and in groups to ensure a valuable learning experience that combines both life experience and knowledge and skills gained in didactic classes.

EXHS 243: Applied Kinesiology This course provides an investigation of the skeletal, articular, muscular, and nervous systems as they relate to the performance and analysis of human movement. Students will learn the clinical implications associated with disease, injury, and age-related changes in the basic anatomical model as they affect the outcome of movement performance.

OTA 210: Psychosocial Intervention Lecture This course is designed to introduce the student to the etiology, symptoms, prognosis, and treatment of psychosocial disorders and their impact on occupational performance areas and components. Frames of reference, intervention theories, and

techniques are discussed. The course covers the affective and personality disorders, as seen by the occupational therapy practitioner. Students are expected to identify and describe the course and progression of psychiatric conditions throughout the lifespan. Practical assignments require the student to demonstrate concepts and techniques used in interventions. Students will demonstrate appropriate collaboration with the occupational therapist in providing services from assessment to discharge.

OTA 210L: Therapeutic Activity Lab This course examines the therapeutic use of purposeful and meaningful occupations in the occupational therapy process used in mental health and in general OT practice. OTA students will have the opportunity to explore and develop a meaningful occupational profile. Human occupation and its application to mental health intervention choice will be addressed based on occupational therapy systems models and frames of reference. Practical applications in determining treatment activities based on these theories for clients through therapeutic groups and individual interventions will be applied. Activity analysis will be studied thoroughly to assist with the development of therapeutic activities and media. Teamwork and group leadership, media selection throughout the lifespan, and establishment of therapeutic relationships are introduced. Students will learn how to design, select, and complete goal-directed activities for diverse client populations within a group or individual session.

OTA 130: Professional Issues I In this course, students will begin to build a framework of knowledge of management, scholarship, leadership, and professionalism. Students will explore appropriate professional behaviors in order to participate successfully in fieldwork placement. Students will learn the importance of successful work skills and integrate them into academic and professional practice. Students will learn the importance of advocating for the occupational therapy profession at the state and national levels, as well as the importance of participating in professional organizations. The scholarship component of this course will address locating, interpreting, and understanding scholarly activities. The leadership and professionalism components will increase students' understanding, appreciation, and application of ethics and values to the profession of occupational therapy.

OTA 175: Fieldwork Level I: Placement 2 This is the second of three Fieldwork Level 1 experiences and builds upon the knowledge gained in all previous and concurrent courses and fieldwork. This course is the student's first formal exposure to actual clients and focuses on mental and behavioral health, specifically, those social and psychological factors that influence engagement in occupation. Students are assigned to a local placement for a minimum of 45 hours and experience opportunities to apply the thinking processes and skills learned during the first two semesters of the OTA program. The student is expected to observe information relevant to clientele and services provided in that setting and complete written assignments and projects as outlined by the academic fieldwork coordinator and in conjunction with the clinical instructor/site supervisor. The student is encouraged to ask questions and should converse frequently with the clinical instructor/site supervisor regarding clientele, service provision, assignments, projects, and expectations in that setting.

Prerequisite: Completion of all previous program coursework and Psychosocial Intervention

OTA 215: Adult Physical Dysfunction Lecture This course is designed to introduce the student to the etiology, symptoms, prognosis, and treatment of conditions commonly treated in neurological and physical rehabilitation as well as their impact upon occupational performance areas and components. Frames of reference, intervention theories, and techniques are discussed. The course is designed to

provide the clinical knowledge of the skills required to provide intervention to a variety of neuro and physical dysfunctions. Health promotion and independence throughout the lifespan by way of remediation and adaptation are emphasized, and the basic skills in management of the neuro and physical needs of the individual are also included. Students are required to demonstrate appropriate clinical reasoning in treatment planning, provision of treatment, and in documentation skills.

OTA 215L: Adult Rehab Lab This lab combines, synthesizes, and builds upon learning gained in the didactic lecture courses of both Adult Physical Dysfunction and Geriatric OT. This lab will be a hands-on introduction to treatment planning and intervention implementation techniques commonly used with neuro and physical dysfunction disorders across the adult continuum, as well as the impact they have on occupational performance areas and components. Laboratory sessions emphasize the application of theory to assessment and treatment techniques for specific conditions typical of adults. Students will determine adaptations in the areas of basic activities of daily living, instrumental activities of daily living, mobility, positioning, adaptive equipment, and splinting for hand injuries. Fine and gross motor assessment procedures will be covered with the expectation that the student develop entry-level proficiency. This course provides the student with an opportunity to practice increasingly complex treatment strategies in simulated and standardized conditions.

OTA 235: Geriatric Occupational Therapy This course is designed to introduce the student to the etiology, symptoms, prognosis, and treatment of common geriatric disorders and their impact on occupational performance in the older adult. Frames of reference, intervention theories, and techniques are discussed. Applying concepts learned in previous clinical courses, in-class sessions emphasize the application of theory to treatment techniques for specific geriatric conditions. This course provides the student with a greater depth of understanding of the disabilities that affect the older adult and geriatric population, with emphasis upon assessment, treatment, and remediation of those disabilities and the effects of aging. The role of the occupational therapy assistant in treatment is included with a focus on the techniques used to modify daily functional activities through environmental assessments and modification, transfer training, and the use of assistive technology.

OTA 230: Professional Issues II This course builds upon the foundation of the student's knowledge of management, scholarship, leadership, and professionalism that has been acquired in Professional Issues I and throughout previous program courses and individual life experience. The management component of this course will expose the student to the proper application of principles of management and systems in the provision of occupational therapy services to individuals and organizations. The scholarship component will build upon previous understanding as the student demonstrates appropriate interpretation and application of current evidence in scholarly and professional activities. Students will also learn the important aspects of resume writing and interviewing for professional jobs. This course will also be used to prepare the student with the study habits and practices that will lead to success with the national certification exam.

OTA 180: Fieldwork Level I: Placement 3 The third and final Fieldwork Level 1 placement is a 45-hour experience and serves as the culmination of all previous fieldwork and includes simulated adult and geriatric clients, faculty-led site visits, standardized assessment, and service-learning projects. This class requires the student to design and carry out an original, evidence-based service-learning project that demonstrates competence and a firm grasp on the research process, and that offers a real benefit to the

community. This Fieldwork Level 1 experience is designed to ensure that the student has developed the knowledge base, critical thinking skills, experience, and self-confidence to successfully embark upon Fieldwork Level 2 experiences.

OTA 270: Fieldwork Level II: Placement 1 This is the first of 2 8-week placements that comprise the Level II Fieldwork experience. The student will work full-time hours, as defined by the designated fieldwork site. The clinical instructor arranges for the student to begin delivering direct treatment to clients. Students carry out clinical interventions learned in the lecture and laboratory portion of the curriculum. The clinical instructor teaches and directly supervises any techniques. Client treatment, progression, rationale, and critical thinking are practiced in a supervised setting. This fieldwork must be completed according to the typical work day and as required by the supervising facility. The OTA student will be assessed at the end of each rotation with a grade as defined by the Fieldwork Performance Evaluation (FWPE). If the student receives a passing score as defined by the Fieldwork Performance Evaluation, the student may advance to the second Fieldwork Level II rotation.

Prerequisites: Completion of all program coursework

OTA 275: Fieldwork Level II: Placement 2 This placement is a continuation of the first Level II rotation and represents the second and final 8 weeks for a total of 16 weeks of the Level II Fieldwork experience. The student will work full-time hours, as defined by the designated fieldwork site. The clinical instructor will assign the student direct treatment of clients. Students carry out evidence-based clinical interventions learned in the didactic portion of the program as well as the first fieldwork experience. Students will apply competent treatment intervention, effective oral and written communication skills, and the art of caring for diverse populations in an occupational therapy setting. Patient progression, rationale for treatment, and critical thinking skills are practiced in a supervised setting. The clinical instructor teaches and directly supervises any techniques. This fieldwork must be completed according to the typical work day and as required by the supervising facility. The OTA student will be assessed at the end of the rotation with a final grade, as defined by the Fieldwork Performance Evaluation (FWPE). The student must receive a passing grade at the end of the rotation, as defined by the FWPE.

Prerequisites: Completion of all program coursework and Fieldwork Level II A

APPENDIX

**College of Western Idaho
Department of Health Professions
Occupational Therapy Assistant Program**

Student declaration of understanding regarding background checks, disclosures, and drug testing

Please initial the following boxes below indicating your agreement and understanding of the following statements.

I understand that most fieldwork sites require a criminal background check and drug screen prior to placement. _____

I understand that the College of Western Idaho requires a criminal background screen be completed prior to admission to the OTA program. _____

I understand that I must successfully complete all didactic coursework and fieldwork rotations in order to graduate from the CWI OTA program. _____

I understand that some fieldwork placement sites request disclosure of criminal background activity and I agree to disclose my criminal background history and drug testing results to any fieldwork site that requests it. _____

I understand that a fieldwork placement site may choose to decline my fieldwork placement with their facility if I have a positive criminal background or positive drug test. _____

I understand that in addition to what the CWI requires, some fieldwork placement sites have additional requirements; this may include additional tests or screens that I am required to complete, and I agree to complete those in a timely manner. _____

I understand that all communication with fieldwork placement sites is the responsibility of the Academic Fieldwork Coordinator and I agree that, unless instructed specifically, I will not communicate with fieldwork sites. _____

I understand that fieldwork sites make the final determination about clinical placement. _____

I understand that if my background check shows negative criminal history, or if I fail random drug testing, I may not meet employment criteria of potential employers and, therefore, may not be able to practice as a student or as a certified occupational therapy assistant. _____

I understand that in order to practice as an occupational therapy assistant in the state of Idaho, I must be pass the NBCOT national certification examination and be licensed through IBOL. _____

I understand that prior criminal activity may affect my ability to seek licensure through IBOL and that it is my responsibility to contact them at this time with any questions or concerns. _____

I understand that prior criminal activity may affect my ability to sit for the national certification exam and that it is my responsibility to contact them with questions and concerns. _____

Student's Name

Student Signature

Date

OTA Faculty Signature

**College of Western Idaho
Department of Health Professions
Occupational Therapy Assistant Program**

Handbook Attestation Form

Please initial each item and sign at the bottom of the page attesting that you have read and understand the policies declared herein.

I have received and read the Occupational Therapy Assistant Student Handbook in its entirety and have had the opportunity to clarify any questions or concerns with the Occupational Therapy Assistant Program faculty. _____

I agree to adhere to all the policies, expectations, and standards of conduct and appearance as set forth in the Occupational Therapy Assistant Student Handbook. I also agree to keep updated on evolving OTA program policies as posted and announced by faculty and staff. _____

Transmitted Diseases Release

I understand for the prevention of HIV, HBV, and other blood borne diseases, I must adhere to safe practices. I have read the policy in the OTA Student Handbook addressing this and have asked questions as needed. _____

I understand that it is my responsibility to adhere to policy for my protection and for the safety and protection of others, including the patients with whom I come into contact. I agree to report any and all incidents to my immediate supervisor and to program faculty. _____

I agree to disclose any limitations or conditions, medical or otherwise, that may affect the safety of clients or fellow classmates to appropriate OTA Program faculty. I also agree to disclose any physical, cognitive, or psychological limitations that may impair judgment or require special accommodations in academic or clinical settings _____

I understand that without disclosure I am not able to receive special accommodation through the Student Disability Services and/or the OTA program. _____

I understand that certain labs will require palpation skills from instructors, guest lecturers, or classmates, and I understand that all efforts will be made to provide modesty and safe

environment. If I feel uncomfortable with any draping, manner of touch, or treatment, I will be forthright to disclose this to OTA Faculty. _____

I agree to appropriately drape my classmates, guests, and OTA instructors in such a way that protects ensures modesty and safety. _____

I understand that I must report any allergies, such as latex or nylon, or asthmatic conditions to OTA faculty prior to coming into contact with such materials in order to prevent an adverse reaction or condition from developing. _____

I commit to following the AOTA Code of Ethics at all times with on-campus and off-campus activities. _____

I will practice considerate and respectful verbal and non-verbal communication during all school activities. _____

I will promptly report any malfunctioning equipment to OTA faculty immediately. _____

Statement of Confidentiality and Responsibility

I acknowledge my responsibility under applicable Federal law, and the agreements contained in this handbook, to maintain strict confidentiality with information regarding the CWI OTA program, clients, simulated or real, and fieldtrip and fieldwork sites. Further, under penalty of law, I agree not to reveal to any person or persons except OTA faculty and authorized clinical staff, any specific information regarding patients, treatment approaches, or treatment plans. _____

I acknowledge that ACOTE requirements specify that the CWI OTA program track specific post-graduation information, including national certification exam pass rate and employment data, and I agree to maintain communication with the OTA program for a minimum of one year after graduation. _____

I agree to provide NBCOT scheduling and exam scores to the program. _____

I agree to maintain current contact information, including address, phone, and email with the OTA program for a minimum of one year after graduation. _____

Prior to graduation and final OTA exam prep sessions, I will complete and submit the graduation survey as requested by the OTA Program Director. _____

Student's Name

Student Signature

Date

OTA Faculty Signature



Media Release

PROJECT TITLE:

DATE:

I, _____ (“Releasor”), give the College of Western Idaho (“CWI”), and its agents and/or assignees, permission with respect to photographs, audio recordings and/or videotapes (“Media”) that CWI has had taken of me:

- To copyright the Media in CWI’s name;
- To use, reuse, publish, and republish the Media, in whole or in part, in any medium and for any purpose including, but not limited to, education, illustration, promotion, and advertising and trade; and
- To use my name in the Media if CWI so chooses.

I release CWI from claims and demands related to the use of the Media and I understand that I waive any right that I may have to inspect or approve the finished product(s) or any printed matter in connection with the use of the Media. I agree that I have no rights to the Media, and all rights to the Media belong to CWI. I acknowledge and agree that I have no right to consideration or accounting based upon CWI’s use of the Media, and that I will make no further claim for any reason to CWI arising out of the use of the Media. I acknowledge and agree that this release is binding upon my heirs and assigns. I agree that this release is irrevocable, worldwide and perpetual, and will be governed by the laws of the state of Idaho.

I represent and warrant that I am at least eighteen years of age, that I have read this release and understand its contents, and that I have the full legal capacity to execute this release. If I am under 18 years of age, I have obtained the signature of a parent or legal guardian, below. I understand that CWI has no obligation to use any or all of these rights.

NAME: _

DATE OF BIRTH:

MAILING ADDRESS:

E-MAIL ADDRESS:

CELL PHONE:

AGENCY:

DAY/EVENING PHONE:

SIGNATURE:

If Releasor is a minor or lacks capacity to execute this Release, Guardian warrants and represents that Guardian is the legal guardian of Releasor, and has the full legal capacity execute this release of all rights of Releasor’s content.

GUARDIAN’S SIGNATURE:

GUARDIAN’S PRINTED NAME:

OCCUPATIONAL THERAPY Assistant (OTA-AAS) INFORMATION SHEET

Students who desire to apply for admission to the Occupational Therapy Assistant Associate of Applied Science (AAS) program are admitted to CWI as Health Science majors. Admission to CWI does not guarantee admission to the OTA program. Only students who submit a completed OTA application by the application deadline will be considered. Fifteen students are admitted each fall semester. Candidates not admitted initially may be placed on an alternate list for admission, in the event that an opening occurs. If not admitted, applicants need to reapply the next year. To be considered for admission, the following admission and application requirements must be completed by April 30th. The priority deadline for admissions is April 1st.

PART I – PRE & COREQUISITE COURSES

	<i>Prerequisites: To be eligible to apply to the OTA Program, you must have completed the following prerequisite courses with a grade of “C” or higher. Prerequisite courses must be completed prior to entering the program. If you are currently enrolled in a prerequisite class you may still submit an application; however, you must complete the course with a grade of “C” or higher. If the courses were taken elsewhere, completion of these courses is verified by the submission of your official transcripts. Course equivalencies are determined by the CWI. *Must have been completed within the last 5 years.</i>
<input type="checkbox"/>	ENGL 101 English Composition
<input type="checkbox"/>	PSYC 101 Intro to Psychology
<input type="checkbox"/>	BIOL 226/227P Anatomy and Physiology I*
<input type="checkbox"/>	BIOL 227L Anatomy and Physiology Lab I*
	<i>Co-requisites: Documentation must show the following courses have been completed prior to graduation from the OTA Program but are not required to apply to the program.</i>
<input type="checkbox"/>	College-level GEM 3 (Math 123 or higher)
<input type="checkbox"/>	BIOL 228 Anatomy and Physiology II*
<input type="checkbox"/>	BIOL 228L Anatomy and Physiology Lab II*
<input type="checkbox"/>	COMM 101 Fundamentals of Oral Communication

PART II – APPLICATION PROCESS

<input type="checkbox"/>	Complete the Occupational Therapy Assistant Program application for admission.
<input type="checkbox"/>	Submit two professional references on the form provided.
<input type="checkbox"/>	Enclose a copy of unofficial transcripts with all pre- and co-requisite courses and previous degrees highlighted.
<input type="checkbox"/>	Complete the Course Credit Verification Form for all courses currently in progress.
<input type="checkbox"/>	Complete a 500-1000 word cover letter answering the following question: Why are you interested in pursuing occupational therapy assisting and what components of your life experience have prepared you to enroll in the OTA program and pursue a career in occupational therapy?
<input type="checkbox"/>	Attend mandatory OTA Program Information Session

RANKING PROCEDURE FOR ADMISSION TO PROGRAM

Prerequisites	Grade	Point Scale	Points Earned
ENGL 101 English Composition		A = 4, B = 3, C = 2	
PSYC 101 Intro to Psychology		A = 4, B = 3, C = 2	
BIOL 226/227P Anatomy and Physiology I*		A = 4, B = 3, C = 2	
BIOL 227L Anatomy and Physiology Lab I*		A = 3, B = 2, C = 1	
Co-requisites	Grade	Point Scale	Points Earned

College-level GEM 3 (Math 123 or higher)		A = 4, B = 3, C = 2	
BIOL 228 Anatomy and Physiology II		A = 4, B = 3, C = 2	
BIOL 228L Anatomy and Physiology Lab II		A = 3, B = 2, C = 1	
COMM 101 Fundamentals of Oral Communication		A = 4, B = 3, C = 2	
TOTAL:			34

*Must have been completed within the last 5 years.

**Occupational Therapy Assistant
Associate of applied science degree (AAS)**

Fall Semester I			Spring Semester II		
	OTA	Credits		OTA	Credits
OTA 100	Introduction to Occupational Therapy	3	EXHS 243	Applied Kinesiology	3
OTA 205	Pediatric Occupational Therapy Lecture	3	OTA 210	Psychosocial Intervention Lecture	3
OTA 205L	Pediatric Occupational Therapy Lab	2	OTA 210L	Therapeutic Activity Lab	3
OTA 170	Fieldwork Level I: Placement 1	1	OTA 130	Professional Issues I	2
BIOL 228	Anatomy and Physiology II	3	OTA 175	Fieldwork Level I: Placement 2	1
BIOL 228L	Anatomy and Physiology II	1	COMM 101	Fundamentals of Oral Communication	3
Total Credits:		13	Total Credits:		15
*Co-requisite courses may be taken any semester but it is recommended that they are taken either during first semester or the summer term between year 1 and year 2.					

Fall Semester III			Spring Semester IV		
	OTA	Credits		OTA	Credits
OTA 215	Adult Physical Dysfunction Lecture	3	OTA 270	Fieldwork Level II: Placement 1	6
OTA 215L	Adult Rehab Lab	3	OTA 275	Fieldwork Level II: Placement 2	6
OTA 235	Geriatric OT Lecture	2			
OTA 230	Professional Issues II	3			
OTA 180	Fieldwork Level I: Placement 3	1			
*GEM 3	Math	3			
Total Credits:		15	Total Credits:		12
Associates of Applied Science Degree:					66

All pre-req, coreq, and OTA courses must be completed with a grade of C or higher before being admitted or advancing in program. Minimum total credit hours for OTA AAS Degree: 66. **NOTES:** It is the applicant's responsibility to keep informed of **any** changes posted on the OTA web page and confirm that all required items have been received by CWI. This form is created solely for the use by the student. It is optional and not intended for inclusion with the application.