OCCUPATIONAL THERAPY ASSISTANT PROGRAM

OTA Program
Student Handbook
2018-19

COMPETENCY ♦ COLLABORATION ♦ COMMUNITY
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Guide to the OTA Student Handbook

Abbreviations
OT – Occupational Therapy or Occupational Therapist
OTA – Occupational Therapy Assistant
OTR – Occupational Therapist, Registered
COTA – Certified Occupational Therapy Assistant
OTAS – Occupational Therapy Assistant Student

FW – Fieldwork
FWE – Fieldwork Education or Fieldwork Educator
AFWC – Academic Fieldwork Coordinator

SOTA – Student Occupational Therapy Association
AOTA – American Occupational Therapy Association
WOTA – Wisconsin Occupational Therapy Association
ACOTE – Accreditation Council for Occupational Therapy Education
NBCOT – National Board for the Certification of Occupational Therapy

HSC – Health Science Center
HPS – Health and Public Safety (Division)
WTCS – Wisconsin Technical College System
UW-L – University of Wisconsin - La Crosse

Note: The Program Faculty of the OTA Program at Western Technical College reserve the right to make any additions or changes in program policies or handbook as deemed necessary at any time throughout the course of the program. Students will be notified of new policies and/or changes in program policies in writing.

The websites for the following resources are:
OTA Program webpage:

Western Student Handbook:
Introduction

Welcome

You are now a student of the Occupational Therapy Assistant Program. On behalf of the faculty, Advisory Committee, alumni and community partners of the program, we welcome you! After consideration of your options, you chose OT as your field and Western as your college; you completed various admission requirements, shadowed with an OT practitioner and decided to dedicate your education to the development of a career as an OTA. Congratulations!

You are entering a profession that has a strong heritage of supporting individuals reach their greatest participation in life activities. Our national organization, the American Occupational Therapy Association, just celebrated its 100th anniversary! The OTA Program at Western was awarded developing status in 1995 under the direction of Doreen Olson, OTR; we graduated the first OTA class in 1998 and moved to our current location in the Health Science Center in 2000. We were most recently reaccredited in 2013. The graduates from our program have been successful in becoming nationally certified and are enjoying rewarding careers as OTAs.

The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) - c/o Accreditation Department, American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; phone 301.652.2682 or www.acoteonline.org. Graduates of the OTA Program are awarded the Associate in Applied Science degree and are eligible to sit for the national certification exam for OTAs administered by NBCOT.

Student Success

The aim of the OTA Program is that you progress successfully through each stage of the program, learn the competencies needed to be an OTA and are able to serve the community with your skills and passions. You will spend the better part of two years completing the courses of the OTA Program. The courses will be rigorous and rewarding, with all learning activities leading to your preparation as an entry-level, generalist OTA. This will require a focused commitment of time, resources, energy and dedication to excellence.

You will have to absorb a lot of information and apply that information in the laboratory setting and fieldwork. You will have to develop critical thinking skills, empathy, and knowledge relating to the field of OT. That is how it is in the practice of OT; every client and every situation is unique. You can’t memorize all the answers, but you will be expected to apply basic OT practice skills that you have learned. The community has high expectations for our program to prepare qualified practitioners; in turn, there is strong support by faculty to lead students in achieving the “three Cs” of the program mission – competency, collaboration, community.

You will be educated on and held accountable for your professional behaviors. What are professional behaviors? They are those qualities—over and beyond the knowledge and the skills you learn—which are essential for your success in the classroom and practice. In broad terms, you will be expected to demonstrate respect for others, communicate effectively, collaborate with team members, and display the dependability and ethics expected of a professional. The socialization into these professional values and behaviors begins as you enter the program.
This OTA Program Student Handbook is one tool for guiding you; it provides a reference for important information and resources for student success. Keep and update this handbook throughout your enrollment in the program. The most current program information can be located on the OTA Program webpage.

Those who make the most of the program learn early on that the instructors, fieldwork educators, tutors, counselors, and other college personnel work extremely hard to build a bridge for you to successfully graduate and realize your dream. We are on your team, so keep the communication lines open; seek out your faculty and college staff to support you. You can become an Occupational Therapy Assistant and enjoy a rewarding and successful career. It is up to YOU, the student, to be successful…we are here to help you achieve your goals.
Getting to Know the OTA Program

OTA Program Mission

Western’s Occupational Therapy Assistant (OTA) Program promotes student success through excellence in learning and professional behaviors. The OTA Program prepares students as entry level practitioners through a competency-based education, collaborative efforts and community partnerships.

OTA Program Philosophy

The OTA Program abides by the philosophy of the occupational therapy profession. We believe that: “All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health and well-being across the lifespan” (Gupta et al., 2011). Engagement in occupation is complex and multidimensional; various integrated factors contribute to the quality of participation, including: client factors, performance skills, activity demands, performance patterns, contexts and environments (AOTA, 2014). Occupational therapy services are client-centered, with the practitioner using clinical reasoning, the therapeutic relationship and a code of ethics to support clients’ goals; the overarching outcome is engagement, which is “the result of choice, motivation, and meaning within a supportive context”; practitioners accomplish this by “creating …opportunities to engage in occupations that lead to participation in desired life situations.” (AOTA, 2014, p.S4).

Students in the OTA Program are regarded as occupational beings with a desired life situation to serve as an OTA; as such, they learn and grow through participation in meaningful occupation in the role of an OTA student. Therefore, the OTA Program is student-centered to foster success by developing students’ skills through intentionally planning the curricular demands and providing a positive learning environment; the program seeks to integrate and balance the students’ abilities, needs, life roles and contexts. The OTA Program respects students as adult learners and supports their growth through a multifaceted approach in the curriculum design (e.g., didactic instruction, experiential learning activities, community engagement, and socialization to professional values). The curriculum is grounded in established outcomes that are based on entry-level expectations; the faculty work closely with students in providing clear instruction and guidance to professional standards, as well as applying flexibility in instructional approaches to ensure student achievement. As part of the college community, students of the OTA Program are offered a wide-range of curricular activities, advisement, and student services to ensure balance between their role as student and other life demands. The program embraces the values of Western Technical College during instruction and extracurricular activities to ensure integrity and dignity in all student-faculty interactions. The aim of the program is to support the students’ active engagement and ownership of their own education in forming their identity as an occupational therapy practitioner.

The OTA Program is mission-driven; that is, the mission is embraced by all levels of the organization to support commitment and performance (Cardona & Rey, 2008). The mission of the OTA Program directly fulfills and advances the mission and values of Western Technical College. The program adopts the Core Abilities for educational programs of the college as the foundation for comprehensive Program Outcomes. Essential concepts of the program’s mission statement both direct and reflect the program’s outcomes and goals. The links between these components and the direction of the OTA Program are herein described:
<table>
<thead>
<tr>
<th>OTA Program Visions</th>
<th>Link to Western’s mission and values</th>
<th>Related Core Abilities (CA) and OTA Program Outcomes (PO)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency:</strong> Graduates of the OTA program will demonstrate the knowledge, skills and competencies to practice effectively as entry level OTAs.</td>
<td><strong>Linked Value words:</strong> Student Success Excellence Accountability Related to the mission to “provide high quality education...that changes the lives of students”</td>
<td>2. Apply mathematical concepts (CA) 3. Transfer social and natural science theories into practical applications (CA) 4. Demonstrate ability to think critically (CA) 6. Use technology effectively. (CA) 2. Practice within the distinct role and responsibility of the occupational therapy assistant. (PO) 5. Apply occupational therapy principles and intervention tools to achieve expected outcomes. (PO)</td>
</tr>
<tr>
<td><strong>Collaboration:</strong> Graduates of the OTA program will collaborate as members of the healthcare or service team, functioning with integrity under the direction of an OT or with the team leader.</td>
<td><strong>Linked Value words:</strong> Integrity Respect Teamwork Diversity Related to the mission to serve “in a collaborative and sustainable environment”</td>
<td>1. Use effective communication skills. (CA) 2. Practice within the distinct role and responsibility of the occupational therapy assistant. (PO) 5. Demonstrate ability to value self and work ethically with others in a diverse population (CA)</td>
</tr>
<tr>
<td><strong>Community:</strong> Graduates of the OTA Program will promote principles of OT, serving others with compassion, leadership, advocacy and ethical reliability.</td>
<td><strong>Linked Value words:</strong> Diversity Integrity Respect Accountability Related to the mission to “grow our communities”</td>
<td>5. Demonstrate ability to value self and work ethically with others in a diverse population (CA) 7. Make decisions that incorporate the importance of sustainability (CA) 3. Advocate for the profession, services, and consumers. (PO) 6. Serve a diverse population in a variety of systems that are consistent with entry level practice. (PO)</td>
</tr>
<tr>
<td><strong>Professional Behaviors:</strong> Graduates of the OTA Program will be professional practitioners, who are committed to the delivery of quality services and professional development.</td>
<td><strong>Linked Value words:</strong> Student Success Learning Excellence Related to the mission to “provide relevant, high quality education...to grow communities”</td>
<td>1. Demonstrate professional behaviors, ethical standards, values, and attitudes of the occupational therapy profession. (PO) 4. Value life-long learning and the need to keep current with best practice. (PO)</td>
</tr>
</tbody>
</table>

References:


Gupta, et al. (2011). The philosophical base of occupational therapy. AOTA.
Curriculum Design

The overarching goal of the Occupational Therapy Assistant (OTA) Program is to prepare students as entry-level OTA practitioners. The curriculum is designed with an aim for all OTA students to complete the program successfully. The OTA Program at Western Technical College is mission-driven, competency-based, and developmental in its progression and supports the unique needs of adult learners.

The OTA Program is designed to be completed in five academic terms, culminating in an Associate of Applied Science Degree. The sequence and credits for each course are summarized in the Curriculum Outline. The program is built upon an established set of Core Abilities and Program Outcomes. A set of seven Core Abilities are set forth by Western Technical College for all academic programs at the institution and are based in the college’s mission and values. The set of Core Abilities seek to address the broadest outcomes or integrated skills expected of students. Core Abilities are introduced in General Studies courses and reinforced in the core OTA Program courses for further application to the student’s field of study. The program has six Program Outcomes that further define final outcomes specific to preparing a student for the role of the OTA. The Program Outcomes are derived from ongoing evaluation of community/employer’s needs, current healthcare demands, and emerging direction of occupational therapy practice trends. The Program Outcomes are the result of a collaborative effort between the five OTA Programs within the Wisconsin Technical College System (WTCS) for consistency, continuity, and portability. The curriculum is aligned with ACOTE Standards, Western Technical College initiatives and strategic planning at the program level. Ongoing evaluation of the outcomes, graduate success and employer satisfaction are conducted at predetermined intervals to provide essential feedback to determine program efficacy and guide continuous improvement.

The OTA Program at Western is mission-driven. A mission statement serves to define a common vision and set of values in an organization; once defined, this mission directs the goals and activities with consistency and purpose (Liebler and McConnell, 1999). The mission directs commitment and participation to all levels of the organization, empowering each member to lead and fulfill shared values. The result is a cooperative and focused effort at all levels toward achieving goals (Cardona and Rey, 2008).

The OTA Program intentionally aligns its guiding mission to the Western mission statement. In accordance, the program utilizes the college-wide curriculum mapping and planning process that is outlined in the Worldwide Instructional Design System (WIDS) to ensure coordinated organization of the OTA curriculum with college values, General Studies courses and college Core Abilities (WTCS, 2012). The program is constructed as a streamlined and synchronous curriculum, so that there are seamless and purposeful outcomes for the OTA students. This is evidenced by consistently defined top-down curriculum components (e.g., course competencies linked to program outcomes and core abilities, identification of performance standards and learning objectives, similar course design elements, etc.) along with coordination of learning activities across coursework. For example, the Practice Framework document is introduced and utilized in two concurrent first term courses; in Intro to OT, students learn the purpose, structure and terms of the document and in
Activity Analysis and Applications, students apply the specific concepts for analyzing activity demands and client factors.

The OTA Program at Western is competency-based. The emphasis of competency-based learning is that it is student-centered and places the responsibility of active learning with the student; “learning is described in terms of performance (i.e., what the learner can do)” and “should emphasize the application of skills, knowledge or attitudes” to receive the credentials. The competencies reflect the three domains of learning to be comprehensive (i.e., cognitive, affective, psychomotor) and the learner is provided with benchmarks and feedback to succeed (Western, 2000).

The OTA Program implements the four features of this model, which include: 1) clearly defined competencies, 2) explicit performance standards or criteria, 3) learning activities/instruction that support the identified competencies and 4) performance of the competencies by the learner to demonstrate mastery (WTCS, 2012). In the OTA Program, students are informed of the competencies, criteria for success and method of assessment before learning activities commence (e.g., syllabus, unit outlines, rubrics, etc.). The faculty develops the modules of learning to guide students through the requisite skills and then monitors the students’ progression to adjust learning activities as needed; the students receive regular and specific feedback on their performance through avenues such as graded assignments, peer reviews and the Professional Behavior Assessment. The emphasis on competency-based learning is reflected in the extensive implementation of competency checks, practical exams, service learning, cumulative projects, etc. and culminate in FWE.

The OTA Program at Western is developmental in its progression. The OTA Program is designed sequentially, with students consistently progressing toward more complex competencies; the program also continually builds on and revisits concepts to deepen and reinforce learning, as described in Bruner’s spiral curriculum model (Howard, 2007). Core principles anchor the program; then courses are organized to provide a coherent plan for student development toward entry level practice. This structure also makes the subject matter more comprehensive, improves memory, facilitates integration of learning and contributes to narrowing the gap between general and advanced knowledge.

Accordingly, the General Studies and Science courses are selected to provide the foundational knowledge; the Program Specific courses foster the development of occupational therapy competencies and values. Within the core OTA courses, the program begins with basics in defining the profession and in understanding the role of the client and occupational performance. In subsequent coursework, more specific assessments, interventions and therapeutic approaches are addressed, as they relate to various practice areas. The program culminates with fieldwork education and OTA role development; these final courses integrate and apply the student’s skills and professional behaviors in real contexts. This is evident when students increasingly transfer knowledge from General Anatomy & Physiology to OTA didactic studies (e.g., identifying anatomical movements during activity analysis, locating bony landmarks for goniometry readings, facilitating movement patterns with a lab partner) and ultimately implementing this knowledge during fieldwork education (e.g., teaching body mechanic strategies to clients).
The OTA core courses also progress in a spiral pattern, with intentional overlap of Program Outcomes, graded learning activities and correlations between concurrent courses, thus providing continuity and a logical progression. For example, during the second term of core studies, students learn therapeutic-use-of-self principles through reading and modeling in Psychosocial Practice; expectations are graded with role-playing and scenario-based problem-solving. Concurrently, group leading skills are introduced and incrementally practiced in OT Theory and Practice; as this becomes more in-depth, students apply learned therapeutic responses. Conversely, documentation skills learned in OT Theory and Practice are implemented when writing goals and progress notes in Psychosocial Practice. All of these competencies converge and are performed in context that same term when students interact professionally, lead activities and document their sessions during service learning opportunities in Community Practice.

The OTA Program at Western supports the unique needs of the adult learner. Western Technical College serves a wide range of traditional and non-traditional students, including those of diverse ages, backgrounds, lifestyle demands and learning styles. Knowles identified particular needs of the adult learner, including: to be self-directed, to understand the relevance or rationale for learning, to draw upon life experiences, to solve problems and to discover ways to apply knowledge (Baumgartner, 2003). Learning is optimized when there is a variety of approaches and flexibility in the classroom; a planned mix of visual, auditory and kinesthetic learning activities in the OTA Program reaches the widest range of learning styles. The faculty engage in close advisement, ongoing communication and regular program evaluation; this provides support in designing course delivery methods that best fit the content of the course and considers the life demands of students who also work, raise families, travel distances, etc. (e.g. offering block schedules and online courses).

With the increasing demand to meet the needs across generations in the classroom, a more engaging and dynamic model for learning activities and instruction is encouraged (Taylor, 2011); this model takes advantage of online resources and technology, while facilitating student accountability for learning. Taylor proposes that instruction plans should clearly outline student expectations for class preparation and participation; content delivery is moved out of the classroom and the students are involved in active learning strategies that foster synthesis and application (e.g., cooperative reviews, formative assessments, case studies, interactive games, practical problem-solving, etc.). This is evident in Geriatric Practice where no formal lectures are delivered; instead, students prepare chapter reviews and discussions are led by student facilitators; the student facilitator also prepares a topical article of evidence-based practice to present. In the subsequent lab, activities directly correlates with the content covered to reinforce learning, provide opportunity for feedback and identify practical transitions to the OTA role (e.g., independently read about arthritis and joint protection, discuss case study of client with rheumatoid arthritis as a class, use search engines to locate commercial splints for arthritic hand deformities, problem solve joint protection strategies for a given set of ADL tasks in small groups, etc.).

The OTA Program’s current design was developed as a state-wide OTA curriculum. The five OTA Programs in the Wisconsin Technical College System (WTCS) collaborated to design a cogent and standardized curriculum; the programs are unified in their Program Outcomes, course titles/credits, competencies, requisites and performance standards. Each program develops their own
learning objectives, activities and plans according to the needs of their respective student body and stakeholders.

The state-wide OTA curriculum recently adopted a Technical Skills Assessment measure; the *AOTA- OTA Fieldwork Performance Evaluation* is used to track students’ success during Level II Fieldwork as they culminate their formal education. Aggregate and individual results will be used to provide meaningful data on the achievement of Program Outcomes. This is one tool of continuous quality improvement and program evaluation; in addition, the OTA Program implements the Quality Review Process (QRP), using the program scorecard and other data (e.g., graduate/employer surveys, NBCOT exam results, course evaluations) to analyze the program’s success and develop strategies to improve student outcomes. These are all articulated on a comprehensive Action Plan, which is updated and reviewed semi-annually.

The OTA Program fulfills its Program Goals in an intentional and thoughtful manner; the goals provide consistent threads or directives throughout the program and are often summarized by faculty and students as the “Three Cs” (i.e., competency, collaboration, community). The Program Visions directly reflect the OTA Program’s mission statement and are linked to the college’s mission/values and the program goals in annual strategic planning; in turn, Program Outcomes direct the course competencies and eventual learning activities and assessment methods. Conversely, every learning activity can be traced back to its guiding competency and program outcome. Examples of how these connections may be evidenced are described herein:
<table>
<thead>
<tr>
<th>OTA Program Outcomes</th>
<th>Sample connected OTA Program courses</th>
<th>Sample learning activities or instructional approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate professional behaviors, ethical standards, values, and attitudes of the occupational therapy profession.</td>
<td>Introduction to OT&lt;br&gt;OT Theory and Practice</td>
<td>Dissect an ethical dilemma and identify related Code of Ethics. Self-evaluate attitudes and skills through a Professional Behavior Assessment.</td>
</tr>
<tr>
<td>2. Practice within the distinct role and responsibility of the occupational therapy assistant.</td>
<td>Activity Analysis &amp; Applications&lt;br&gt;Physical Rehabilitation Practice</td>
<td>Analyze activity demands and client factors of select I/ADLs. Contribute therapeutic activity and grading recommendations to an intervention plan for CVA.</td>
</tr>
<tr>
<td>3. Advocate for the profession, services, and consumers.</td>
<td>Psychosocial Practice&lt;br&gt;Community Practice</td>
<td>List strategies and resources to oppose stigma of mental illness. Write a letter to a legislator re: a current bill that impacts OT.</td>
</tr>
<tr>
<td>4. Value life-long learning and the need to keep current with best practice.</td>
<td>OT Performance Skills&lt;br&gt;OT Practice &amp; Management</td>
<td>Use evidence-based standards and norms for assessments. Research and present evidence-based practice article based on needs identified at fieldwork.</td>
</tr>
<tr>
<td>5. Apply occupational therapy principles and intervention tools to achieve expected outcomes.</td>
<td>Geriatric Practice&lt;br&gt;Pediatric Practice</td>
<td>Conduct home safety visits with community-dwelling older adults and write recommendations. Demonstrate effective use of handwriting programs for school-based OT services.</td>
</tr>
<tr>
<td>6. Serve a diverse population in a variety of systems that are consistent with entry level practice.</td>
<td>Assistive Technology &amp; Adapations&lt;br&gt;Level I FW/Seminar</td>
<td>Create a customized adaptive device for a community member based on a client needs assessment. Journal observations and approaches to address culture and contexts encountered at FW.</td>
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References


OTA Program Outcomes

Core Abilities

1. Use effective communication skills
2. Apply mathematical concepts
3. Transfer social and natural science theories into practical applications
4. Demonstrate ability to think critically
5. Demonstrate ability to value self and work ethically with others in a diverse population
6. Use technology effectively
7. Make decisions that incorporate the importance of sustainability

Program Outcomes

1. Demonstrate professional behaviors, ethical standards, values, and attitudes of the occupational therapy profession.
2. Practice within the distinct role and responsibility of the occupational therapy assistant.
3. Advocate for the profession, services, and consumers.
4. Value life-long learning and the need to keep current with best practice.
5. Apply occupational therapy principles and intervention tools to achieve expected outcomes.
6. Serve a diverse population in a variety of systems that are consistent with entry level practice.

Program Student Learning Outcomes

Each course has a relevant course description and is linked to specific Program Outcomes and External Standards from ACOTE. Course Competencies are identified that reflect these outcomes and standards, as well as a state-wide OTA curriculum and approval of the program’s Advisory Committee. These ensure the relevance and integrity of coursework to current practice demands. For each Course Competency, clear behavioral learning objectives are articulated. These can be located in the syllabus and/or Course Outcome Summary for the respective course, provided to students as each course commences. The sequence and credits for each course are summarized in the Curriculum Outline (Appendix A) and course descriptions on the OTA Program webpage.
Making Connections and Getting Assistance

Emergency Contacts

Think of the people in your life – if any of them would need to reach you in an emergency (for example, day care, parent, partner, kids, etc.), make sure they have a copy of your schedule and some way to contact you. These two program assistants are one additional point of contact. They can access your schedule and try to get a message to you during the school day if needed.

- **785-9233** for Kathy “Kat” Anderson, Program Assistant at the HSC
- **789-6080** for Health and Public Safety Division Administrative Assistant

Program Instructors

As described in the OTA Program Attendance Policy, you are required to contact your instructor(s) if you should have to miss a class or lab. All instructors have voice mail and E-mail for convenient contact.

Please talk with your instructors…your needs and questions can be addressed most effectively with ongoing and timely communication. While you are invited to drop by the faculty offices, it is encouraged to schedule appointments to ensure availability. Instructors will post a schedule and/or office hours by their office door. If you must cancel a scheduled appointment, let the instructor know in advance and request a new appointment.

<table>
<thead>
<tr>
<th>Instructional Staff</th>
<th>Office</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori Kramer, OTR</td>
<td>H4041</td>
<td>(608) 785-9883</td>
<td><a href="mailto:KramerL@westerntc.edu">KramerL@westerntc.edu</a></td>
</tr>
<tr>
<td>Faculty</td>
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<tr>
<td>Interim Program Chair</td>
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<tr>
<td>Academic Fieldwork Coordinator</td>
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<tr>
<td>Sally Klich, COTA</td>
<td>H4081B</td>
<td>(608) 785-9233</td>
<td><a href="mailto:KlichS@westerntc.edu">KlichS@westerntc.edu</a></td>
</tr>
<tr>
<td>Teaching Assistant</td>
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<tr>
<td>(Messages only)</td>
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<tr>
<td>Javier Alvarez, COTA</td>
<td>H4081B</td>
<td>(608) 785-9233</td>
<td><a href="mailto:AlvarezJ@westerntc.edu">AlvarezJ@westerntc.edu</a></td>
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<td>Teaching Assistant</td>
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Advisors

Each student will be assigned a faculty advisor. Your advisor is another key to your success. You will meet with your advisor at least once during a term. At these meetings, you will be able to express needs, review professional growth, learn how the instructors have evaluated your progress, and in general discuss any way in which you can be successful. Your advisor can also point you in the right direction to access other services and resources at the college. The program will update and post Advisor Lists at the beginning of each term.
Fieldwork Educators (FWEs)

The Fieldwork Educator is your primary “instructor” while you are completing fieldwork. You will need to call your FWE in advance if you ever have to miss a clinical session. This is not a casual suggestion. It is policy and mirrors the professional behavior that would be expected of you on your job. The Academic Fieldwork Coordinator (AFWC) will provide you with necessary names and numbers prior to your fieldwork rotation.

Program Administrative Assistant

Kat Anderson  H4031  Contact: 608-785-9233 or AndersonKathy@westerntc.edu
Kat Anderson is the Program Assistant for the Western programs at the HSC. You will want to know her number if, for some reason, you cannot reach an instructor. She is also the one to contact for emergency needs, on-site assistance, making an appointment with the Associate Dean or relay of program materials.

Counselors

Western Welcome Center  Contact: 608-785-9553 or Registration@westerntc.edu
If personal concerns are affecting your success, they’re the ones to see. The counseling staff can support you with matters related to stress, crisis, relationships or addiction, in addition to traditional career and academic counseling needs. A number of students establish a working relationship with one or more of the counselors at Western. Your advisor can make a referral for you or you can contact the Counseling staff directly. This support is accessible, student-friendly, and useful. Take advantage of it!

Classmates

During the first week of each term, you will be asked to confirm or update contact information that will be shared with your OTA classmates. Contact information will include addresses and phone numbers. Students may also contact one another easily through Western email accounts; you may also choose to share personal email accounts and social network sites with peers at your discretion. We recommend that you use the contact information to arrange mutual study times, group work, shared rides and the like.

Peer Tutors

Students may be asked to serve as tutors within individual courses. The tutor(s) assist with learning and practicing course competencies. If you feel that scheduled assistance would help you succeed and a tutor has not been arranged, please contact the course instructor to discuss this.

Learning Commons

Academic Resource Center, Library 2nd Floor
Contact: 608-785-9198 or LearningCommons@westerntc.edu
The Learning Commons offers help in the fundamental math, science, and English skills to support you in any class. It is also the place to hone your “student skills” as a reader, note taker, or test taker with individual appointments as well as study skills seminars. Tutoring assistance is also arranged through this center. In addition, there is an Online Writing Center at Western, too – take advantage of the online tutor to get feedback on the written assignments and access the writing resources at www.westerntc.edu/online-writing-center.
Access and Language Services

Western Welcome Center, Room 164H   Contact: 785.9875 or FollansbeeK@westerntc.edu
Please carefully review the syllabus for each course and Essential Functions for the program; consider the requirements that will be placed upon you in the classroom and labs. See the instructor for clarification if needed or if you feel there is any reason that will interfere with your ability to complete the requirements of a course. Requests for reasonable academic adjustments will be held in confidence and will be most effective if sought promptly. If you find that you are in need of support services or reasonable accommodations, contact the Access and Language Services office for procedures and resources. Disabilities need to be documented in test results or evaluations by a medical doctor, psychiatrist, psychologist, and/or school counselor (high school or college). Note: if you anticipate needing accommodations for the certification exam, it is recommended to establish a connection and identify needs during your academic career.

Western’s Website

Western has a web presence at http://www.westerntc.edu/ . From the website, you can check out services and extracurricular activities on campus, make connections, and use the available links under Current Students. You can access information on items such as:

- Child Care
- Wellness Center
- Career Services
- Multicultural Services
- Student Government
- Financial Aid
- Student Housing
- Military Connected Services

Career Services

Western is committed to helping you find employment. From the main Western website, you can connect to job placement notifications such as TechConnect. These sites offer you opportunities to see what employment opportunities are available in your chosen field. While most of these are targeting graduates from Western, some are also appropriate for students looking for on-call hours or summer employment. Career Services also provides job fairs and help with resume writing. Check it out!

Student Health Center

HSC – 1st Floor   Contact: 608-785-8558 or http://www.uwlax.edu/student-health-center
Western does not carry medical insurance to cover students while attending classes (although there is a supplemental accident and injury insurance offered during fieldwork). This means that each student is responsible for his/her own coverage in case of injury, illness, or an incident that might require medical attention. As students of Western, you do have access to the Student Health Center at the HSC. There is a nominal office visit fee, but this is low-cost access to medical and physical therapy services, as well as immunization and TB testing…all available on site. Appointments are recommended. Be healthy!
Resources

Health Science Center
The La Crosse Medical Health Science Consortium was created to address health care workforce shortages, facilitate improvements in regional health and healthcare and support applied research in health and medically related disciplines; their motto is: "Fostering collaboration for healthier communities". The first project of the Consortium was to establish the Health Science Center, a facility for education and research that houses programs of the partnering institutions. The building was opened in the summer of 2000 and today is home to programs, classes, and research efforts of Gundersen Health System, University of Wisconsin-La Crosse, and Western Technical College. The OTA Program is proud to be a partner in the consortium and, as such, is able to access healthcare resources (e.g., cultural competency modules) and foster student collaboration across programs; for example, we share labs and materials with the OT Program from UW-L and are able to bring students together for learning experiences. Students of the OTA Program have access to general facility supports, such as the Computer Lab, study and conference rooms, break areas, wireless access, etc. The HSC student guide is updated annually and distributed to OTA Program students on Blackboard. This guide, building policies and student forms are kept current and can be found at [http://www.lacrosseconsortium.org/content/health_science_center](http://www.lacrosseconsortium.org/content/health_science_center), then go to Student Forms and select Student Guide. Students’ rights and responsibilities in the HSC are also outlined in Appendix G.

OTA Labs
The OTA Labs are shared educational spaces that are amply equipped for a variety of learning activities, spanning the scope of OT practice (e.g., pediatrics, physical rehabilitation, assistive technology, etc.); the labs on the 4th Floor of the HSC are designated as priority space for the OTA Program at Western and the OT Program at UW-L. Lab rooms are available for student use during scheduled course labs, designated Open Labs and when classes are not in session (i.e., refer to schedules posted outside of each room). Students in the OTA Program will have swipe access to select lab rooms with their student identification cards that have been specifically activated. Students may avail themselves to the labs for study groups, practicing skills, reviewing resources, completing course assignments/projects, etc. Certain labs are kept locked, so instructor authorization is needed to access them. Some particular items of interest are:

- Tools and general activity supplies in 4002
- Fieldwork files in 4004
- Sensory-motor, fine motor, handwriting and oral motor equipment in 4008
- Assessment kits/packages and supplies in 4012
- Space for breaks, as well as a fridge and microwave in 4012
- Therapeutic exercise, physical rehab equipment/references, anatomical models, and adaptation materials in 4014
- PCs/printers for academic use, therapy software, Wii and adaptive equipment in 4020
- Library shelves and study space in 4022, which includes recent OT texts/references, practice guides and study guides
- Psychosocial and group intervention resources in 4022
- ADL environment, personal/home assistive devices, ambulation aides/wheelchairs in 4022
- Access to DVD player for reviewing educational media in 4020 and 4022
(Note: Rooms 4002, 4012, 4014 and 4022 are swipe-accessible; 4004 is unlocked)
Health Science Center Computer Lab, 2nd Floor
The unstaffed computer lab at the HSC is available to Western students, with designated PC and printer availability (i.e., you may add to your printing account balance at the Cashier's Office). The lab has the full suite of Microsoft Office Products; PCs have CD, DVD drives, and/or USB ports to accept your personal flash drive. Instructors may have program-specific software installed for assignments/projects.

Western Library
Academic Resource Center, 2nd Floor 608-785-9142 or library@westerntc.edu
- Numerous OT-specific books and references in the RC-RM sections, as well as related holdings in allied health, general healthcare, pathology, education, development, etc.
- Additional articles, books or media on reserve
- Journals and periodicals, including current subscriptions to the American Journal of Occupational Therapy and OT Practice
- Access to education, healthcare and research data bases at https://www.westerntc.edu/Library
- Access to a fully-staffed computer lab, as well as scanners, color printers, and photocopiers; netbooks and laptops can also be checked out.
- Support of the Reference Librarian and library staff

Other Libraries
Students at Western Technical College may use library materials at UW-L's Murphy Library and Viterbo University's Todd Wehr Library, subject to each library's regulations. The Reference Librarian can assist you in locating and obtaining resources from other institutions (e.g., online data bases, inter-library loans, local medical center libraries, etc.).

Textbooks
Textbooks and required course materials selected for each course have been evaluated and are considered current and relevant to the practice of occupational therapy. When adopting or changing textbooks, the instructors review books/resources that meet educational/practice standards and consider student feedback. Whenever possible, the faculty seeks to maximize student resources by making selections that may be used across several courses. Course textbooks assist the student in learning course material, are valuable references materials across the curriculum and can serve as essential resources during fieldwork, entry level practice and when studying for the certification exam. It is recommended that students retain all course materials to build a personal OT library. Students are expected to demonstrate an ability to read critically and use textbooks to support and enhance classroom, lab, and clinical experience.

All required course textbooks are available for purchase at the Western Campus Shop and are listed on the Shop’s webpage well in advance of the anticipated term. Students may utilize online vendors or their preferred bookseller, although may need to account for availability and shipping time to have resources in hand prior to the term commencing. Instructor-developed course manuals are only available at the Campus Shop. It is strongly recommended that each student purchase a Western Student Handbook & Planner, also available at the Western Campus Shop.

Student Identification (ID) Card
Your student ID card provides access to many of the services available at Western including the library, financial aid, events, computer labs, free MTU (bus) pass, and the Wellness Center and Union Market. In addition, it becomes your “key” to swipe access many of the OTA Labs through a coded activation system. Your ID card can be obtained by going to K100 at the main campus.
Professional Behaviors

Appropriate professional behaviors are expected of all members of the learning community and are integrated throughout the curriculum. Experience and research show that behaviors demonstrated in the classroom do carry over into fieldwork and practice. Professional behaviors are as essential to your future portfolio as grades and skill performance. The development of professional attitudes and values is an intentional process, which requires reflection, goal setting and commitment to growth. Each term, you will assess your own professional development and meet with your advisor to review your progress and strategies for success. Certain aspects of professional behaviors may be reflected in a course’s competencies and graded, as identified in the syllabus.

Professional Behavior Assessment
The OTA Program has adopted a tool, the Professional Behaviors Assessment, to outline and describe the pertinent behaviors, values and attitudes to the OTA student (Appendix B); this form is also used for a student’s self-assessment, faculty feedback and is available to Fieldwork Educators. The identified behaviors are divided into levels based on the student’s advancement in the program. Foundational behaviors include: dependability, active learning, preparation, respect, communication, problem solving, safety and wellness. As the student progresses in the program, these advanced attributes are also included: collaboration and teamwork, flexibility, self-direction and leadership.

Ethical Standards
The OTA Program abides by all student rights and responsibilities and Student Code of Conduct as outlined by Western Technical College. Full definitions and policies can be located in the Western Student Handbook, available online or in hardcopy at the Campus Shop. Behaviors that violate college policy – such as blatant plagiarism, cheating, bringing alcoholic beverages or drugs on campus, or attending class while under the influence of alcohol or drugs – are subject to college sanctions, up to and including dismissal.

“The American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards (2015) (“Code and Ethics Standards”) is a public statement of principles used to promote and maintain high standards of conduct within the profession. Members of AOTA are committed to promoting inclusion, diversity, independence, and safety for all recipients in various stages of life, health, and illness and to empower all beneficiaries of occupational therapy. This commitment extends beyond service recipients to include professional colleagues, students, educators, businesses, and the community” (AOTA, 2010). Western’s OTA Program abides by the AOTA Code of Ethics, which is applicable to students and faculty. The complete documents can be located at www.aota.org.

Professional Behaviors Policy
Professional behaviors are expected at all times when involved in any education-related setting or activity. Professionalism will be supported through program policy/practices, education on ethics, classroom discussion, advisement, role modeling and the Professional Behavior Assessment. Students who do not demonstrate appropriate professional behaviors may compromise the educational experience for the student or their peers, putting success at risk; in such cases, the student will work with faculty to resolve concerns according to the OTA Professional Behaviors Policy (Appendix C).
Academic Program

Program Structure

Structure of the Curriculum Design
The OTA Program is designed to be completed in five academic terms, culminating in an Associate of Applied Science Degree. The sequence and credits for each course are summarized in the Curriculum Outline (Appendix A) and course descriptions on the OTA Program webpage. The goal is to prepare students as entry-level OTA practitioners, supporting the mission of the program. The outcomes are driven by community/employer’s needs, current healthcare demands, and adult learning theory; subsequently, sequencing is determined by WTCS state-wide curriculum development. The curriculum is aligned with ACOTE Standards, Western Core Abilities and initiatives and strategic planning at the program level.

Course Format
The format of each course is primarily designed on the “best fit” for the outcomes and content of that course; other factors that influence course type are credit load, student needs/profile (i.e., based on student input and evaluations), and allocated resources. Formats for courses in our program include: lecture, lab, seminar, community engagement, online delivery and fieldwork. Learning activities may range from traditional lectures, assignments, and reading to experiential activities that reflect skills needed in OT practice (e.g., competency and peer checks, service learning, field visits, term-long projects that synthesize course outcomes, role-play, presentations, group leading, etc.).

Student Engagement
The OTA Program has embraced Student Engagement, especially Service Learning, and integrates these activities during the second and third terms of core studies. The Service Learning model places the student in the leadership role, where optimal learning and rewards can be realized. The three elements of Service Learning experiences are that they: a) meet the genuine needs of the community, b) result in achievement of student learning outcomes and c) engage the learner in intentional reflection. In the OTA Program, we have served various populations by providing activity support at local skilled nursing and assistive living centers, volunteering at respite camp for youth with disabilities, developing health promotion activities, contributing to local agencies that serve the marginalized and conducting OT promotional events…to name just a few!

The Syllabus
Each course’s competencies, content and expectations are outlined in the syllabus and Course Outcome Summary. These documents are carefully prepared to ensure that all the linked outcomes and standards are established and communicated to the student. You will receive the course syllabus (i.e., hard copy and/or electronic) at the beginning of the respective course and have opportunity to review it and ask questions. Syllabi are considered an “agreement” between the instructor(s) and students as to how the course will be conducted; instructors reserve the right to change learning activities, grade values or the calendar to best fit emerging student needs; however, the general program expectations (as outlined in the OTA Program Student Handbook), credits, format, course competencies and other core components of the course will remain as stated. Upon receipt of the syllabus, continuance in the course indicates that the student agrees to and will abide by the course syllabus. Note: it is recommended that students retain a copy of each syllabus in their files for future reference; this may be requested by other institutions, should you decide to further your education and seek transfer of credits.
Advisory Committee
The Advisory Committee is comprised of faculty, college staff and OT/OTA practitioners in the community who are invested in our program (graduates, FW partners, employers, etc.). The faculty also appoints students each year to serve as the committee’s Student Representatives. This group meets at a minimum of twice annually and provides advisement to the program on matters of curriculum development, policies, and student success with a stakeholder’s perspective.

Faculty

Your faculty members have been appointed to their positions based on their expertise as OT practitioners and commitment to education. They each meet ACOTE Standards to qualify as instructors. All faculty are certified by NBCOT and licensed to practice in Wisconsin; in addition, full-time instructors meet WTCS certification requirements for teaching at the post-secondary level.

The role of the instructor is to provide an optimum learning environment, instructional resources and activities to promote knowledge/competency and relevant grading and evaluation strategies. It is also the responsibility of the instructor to be fair, objective and consistent in upholding the policies of the college and program, as well as professional standards and the Code of Ethics. The ratio of students to faculty is established at 10:1 for labs 20:1 for lectures.

Your faculty members and their contact information are listed in the Introduction section of this handbook (under Making Connections). Each faculty has a private office on the 4th Floor of the HSC; you may drop by if you wish to speak to an instructor, but it is best to make an appointment to ensure availability. Instructors will post their schedule and/or office hours just outside the office; there is also direct voicemail and E-mail for ease of communication; some faculty may provide cell phone numbers and text access. Matters discussed with instructors are considered confidential within the program; the student will be asked or notified if other parties need to be included.

The OTA faculty meets approximately once weekly for a formal Team Meeting. They utilize this time for discussion of curriculum, student needs, administrative responsibilities and college business. If an instructor defers an immediate decision or response to you, it may be that it is more appropriate for the agenda at the next team meeting. Faculty also reserve this time for a meeting called with students.

The OTA faculty is supportive of student efforts to volunteer, work and seek scholarships. To that end, we are glad to serve as a reference for you. For work or volunteer opportunities, please talk to the faculty before placing their name on a reference list and use the online Reference Release Form through Western’s Career Services. For scholarship recommendations, allow at least two weeks and provide the faculty with the appropriate form to complete and clear directions/due dates.

Although faculty is highly involved with students, we seek to maintain appropriate professional boundaries. As such, the college discourages such practices as personal relationships, social networking, and acceptance of gifts.

Communication

The OTA Program faculty encourages students to keep in communication regarding matters of your academic success and progression in the program. Instructors may find it difficult to assist a student whose needs or questions were not made known in a timely manner. Although our aim is to be responsive, we are not connected 24/7! We may be teaching another class or fulfilling other duties
when you attempt to contact us; please allow reasonable time for a response. Some faculty members may provide students with their personal cell phone number or be online from home; phone contact provides more immediate and direct access to faculty for emergent issues. Please exercise good judgment and common courtesy in contacting faculty/peers during evening or weekend hours.

**Contact Information**

At the beginning of each semester, the faculty will collect contact information from each student, to include current address and phone number(s). This will be created into a list that will be shared between the faculty, program assistant and program peers; it is maintained confidential within the program and used for academic purposes only. Some faculty may be able to use distribution lists, phone trees or text messaging to get immediate, urgent information out to students (for example, a class cancellation). **The student should notify the instructor/Program Chair immediately of a change in your address or contact information.** However, since this list is only used within the program, the student is responsible for submitting official changes (e.g., permanent address) to the college via My Western.

**Phone**

When calling faculty, please speak clearly, identify yourself and describe the reason for your call; if you are leaving a voice mail message, indicate a number or time to reach you. These guidelines are especially apropos when contacting Fieldwork Educators, so that you communicate a professional image; it is recommended that you address Fieldwork Educators and other community partners in a formal manner and allow time for return responses.

**E-mail**

E-mail is a primary means of off-site communication between faculty and students. Instructors can also set Blackboard announcements/updates to be sent automatically via E-mail; so be sure your correct E-mail address is registered in your Blackboard account. It is recommended that you check E-mail regularly. Faculty will use your official Western student E-mail account for all electronic communication.

Since you are preparing for a professional role, it is important to utilize sound written communication practices in E-mail and other online venues (e.g., complete sentences, proper grammar and spelling, etiquette, avoid slang and abbreviations/emoticons, etc.). Please refrain from using student E-mail to send chain E-mail, jokes, solicitations, religious or political promotions, etc. Use care in selecting “Reply” v. “Reply to All” when sending messages, so that it reaches the intended parties.

**Blackboard**

Blackboard is the platform utilized by Western as the online presence for course work. It is the main vehicle for communication and dissemination of information for the online courses. There will be a Blackboard established for all face-to-face classes, too; this is the “go to” place for course documents, program information, updates, announcements, etc. Instructors may also utilize Blackboard to supplement traditional coursework with online assignments and it can also be implemented as a “back-up” for delivering class materials. The Blackboard’s Discussion area is an efficient place to post questions; chances are, others have the same question and the instructor can respond to everyone at once.

**Privacy and Confidentiality**

With the preponderance of electronic communication and vast media that can be sent widely and quickly, it is important that the OTA student understand the inherent responsibilities. It is recommended that students use discretion in their use of social networking sites; items intended for friends or social venues can be accessed by potential employers, regulatory boards and the public at
large. Consider the professional image that you want to portray and use privacy settings as necessary. Please respect the learning environment and faculty/peers by avoiding negative references or disclosing sensitive information in a public domain. When you are at community sites or fieldwork, you will be expected to abide by AOTA Code of Ethics, HIPAA regulations and the facility’s policies regarding confidentiality; signed agreements specify that confidential information may not be transmitted or stored in any form of personal technology (Appendices E & F). The full Health and Public Safety policy on Social Media (Appendix H) and Western’s guidelines for telecommunications usage (Student Handbook) offer further detail.

**Grievances and Conflict Resolution**
If concerns or conflicts arise between students, the first step is to address the issue directly and with tactful, assertive communication. If it is not resolved, is of a highly sensitive nature and/or is affecting the learning environment, students are encouraged to bring the concern to the faculty’s attention.

If a student has a concern or complaint with a faculty member, the student is asked to first discuss their concerns with the faculty person most directly involved. If this is not satisfactory, the student may then direct the concerns to the OTA Program Chair and next to the Associate Dean or Dean of the Health and Public Safety Division. The OTA Program Chair will document program-level complaints brought forth by students on a Report of Concern; actions and resolutions will be sought, recorded and communicated to students. Reports will be maintained in the office of the Program Chair for five years.

Any enrolled student of Western Technical College, or any member of the community at large, may file a complaint that a violation of College policy has been committed. Such a complaint may be submitted in writing to the Dean of Health and Public Safety: Diane Neefe. All formal complaints will be investigated within thirty (30) days. All records of complaints will be confidentially maintained in the office of Health and Public Safety Division for a time period of five years.

If a student believes that his/her rights have been denied or been subjected to improper action, the student has the right to utilize the Student Grievance Procedure. Full information on grounds/definitions of a grievance, informal and formal procedures and appeals are outlined in the Western Student Handbook in the Student Rights and Responsibilities section.

Students with complaints of program non-compliance with the ACOTE Standards may contact them at: ACOTE - c/o Accreditation Department, American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; phone: 301.652.2682.

**Health and Safety**

As a Western program in the HSC, we abide by policies of both Western Technical College and the Health Science Center. The Western Student Handbook clearly addresses campus information about security services and procedures for emergencies, including: exposure, bomb threat, evacuation, fire, lockdown, medical emergency, severe weather, violence, etc. The college is committed to a drug-free environment and may conduct drug/alcohol testing if a student appears impaired (see Student Handbook). Harassment of any type will not be tolerated. Specific HSC procedures are updated annually and posted on Blackboard and on the HSC site at [http://www.lacrosseconsortium.org/content/health_science_center](http://www.lacrosseconsortium.org/content/health_science_center). Students will be educated on basics in the initial face-to-face course and provided with course-specific information at the beginning of that course or as equipment/procedures are introduced.
Getting emergency information and assistance
Western students can sign up to receive emergency notifications via e-mail, text and/or voice messages; information on this service will be sent to your Western e-mail account. At the HSC, the security services are provided by the UW-L Police. You may wish to record their phone number or enter it into your cell phone’s contact list (789-9999 for emergencies and 789-9000 for dispatch); in a life-threatening emergency, use 911. Fire alarms are situated throughout the building; familiarize yourself with the ones in areas that you frequent.

HSC Building
Students must follow the building hours and use the facilities for education-related purposes only; please adhere to requests by staff or security to vacate premises. Access to labs with a swipe card is a privilege and students must agree to the HSC Access Policy (Appendix G). Close doors and ensure they are locked when you leave an area. Firearms and concealed weapons of any type are prohibited.

Injury or Illness
Labs or nearby areas are equipped with first aid kits and appropriate response equipment (e.g., eye wash station, sharps containers, etc.) for immediate care and minor injuries. The HSC has an AED unit on the 1st floor near the Badger Street entrance. Report any classroom accidents or injuries to the instructor or Program Assistant; students may be referred the Student Health Center and an incident report will be completed. In the event of an emergency, 911 will be contacted and the student taken to the nearest emergency room. Any necessary treatment will be administered at the hospital with the consent of the student or parent/guardian. Students are responsible for their own medical bills. Students are advised to use sound judgment in a decision to attend class if ill or under medical care; for infectious disorders, prolonged illness or injury resulting in limitations, an instructor may request a physician’s release for returning to class and/or ask to meet to discuss any abilities affected.

Student Health Record
It is the responsibility of the student to ensure all Health Record requirements remain current and updates are submitted promptly online through CastleBranch; this includes annual TB testing (Appendix H), CPR certification, and immunizations. Lapses in health requirements will preclude students from attending fieldwork or community-based learning activities. It is highly recommended that students maintain a copy of their own health and testing records, in the event verification is needed by a fieldwork site or other entity. Note: Fieldwork sites are increasingly requiring current influenza (“flu”) vaccines as well.

Universal Precautions
Students will be educated on proper handwashing, use of personal protective equipment (including gloves) and procedures if encountering body fluids. It is expected that students apply standard practices to prevent transmission of infectious illnesses and common viruses/bacteria (e.g., wash hands after using tissue or a restroom). Faculty will instruct students on proper disinfectant cleaning of mats, tables and other shared equipment.

SDS, Labeling and Chemicals
The program makes every effort to purchase product options that are non-toxic. In compliance with OSHA Standards, any chemicals/products are clearly labeled (individually or by batch). Chemical information is obtained from the manufacturer and placed in the lab’s Safety Data Sheet binder.
Chemicals that are flammable will have a clearly designated and enclosed storage space. In areas where fumes may be generated, a vented hood or other form of ventilation is provided. The OTA Program provides disposable gloves/aprons, safety goggles, signage and dust masks for student use.

**Latex-Safe Environment**
The HSC has a policy to limit the use and direct exposure of latex based products. In accordance with this policy, latex balloons, latex-based powered gloves and products produced with latex will be limited; this includes rubber bands, which must be used only as needed and stored in an enclosed space. Please inform your instructor if you have a latex allergy or sensitivity. Students who have a high sensitivity to latex based products are advised to purchase and wear a bracelet warning of the allergic condition. It is the responsibility of staff and students with hypersensitivity to latex based products to carry an “epi pen” in case of an allergic reaction.

**Equipment and Tools**
The equipment and tools of the labs are to be used only after proper training and for lab instruction, practical exams and student practice only. It is neither ethical nor allowable to use lab property for administering treatment or for personal benefit (e.g., using a hot pack or TENS unit, borrowing an assistive device, using a drill for home project, etc.). When using power tools, an instructor must be present and safety glasses/goggles must be worn at all times. Report any damaged or worn equipment to the instructor immediately. Utilize standard practices for electrical and sharps safety; wipe up spills immediately and return lab to order/ensure work areas are clean before leaving.

**Health and Safety Training for Fieldwork**
Prior to your first Level I Fieldwork experience, you will be required to complete several online modules regarding health and safety in the clinical setting. This is a HPS Division requirement and fulfills our contract to our fieldwork partners. Students are also to complete any site-specific training required.

**Lab and Classroom Practices**
Students should attend to their health and wellness needs, so that they arrive to classes rested and alert; attentive behavior is essential to safety. Students should demonstrate conscientious work habits, including receiving all instructions and pacing self. Since actual OT services are best learned “hands on”, you will practice intervention and assessment procedures with other students and taking turns to be “the client”; it is important to communicate clearly to your student peers and direct any concerns, questions, or discomfort to the instructor. Inform the instructor of any pre-existing condition that may affect participation. You will be asked to sign a release in order to practice skills with one another (Appendix I). Some labs will requires specific attire for safety and ease of movement (e.g., closed toe shoes, relaxed fit pants, etc.); the instructor will inform you in advance. As a rule, eating food during classroom activities is not encouraged, due to compromises to hygiene; drinks are acceptable in closed containers. No food or drinks are allowed in the Assistive Technology lab.

**Pregnancy**
HPS Division policy states: “It is strongly recommended that students voluntarily inform their instructor if they are pregnant. Our concern is for you and your baby’s safety. We would like to discuss potential risks with you so that you can contact your healthcare provider to determine if you should continue your rotation in this program or, if after discussion with your instructor, some adjustments if any can be made in class activities. The choice for continuing is yours, but we want you to be fully informed.” If pregnancy/childbirth are anticipated during scheduled fieldwork, please speak to your advisor and/or AFWC as soon as possible to plan proactively; interruptions or
delays in fieldwork education follow the Fieldwork Selection and Scheduling and the Fieldwork Attendance Policies (Appendices Q & R).

**Background Checks**
You completed a background check for admission; this must be kept current to ensure public safety. It is the student’s responsibility to inform the program and/or college of any changes in his/her criminal history during the course of his/her education. If the effective date on the background check expires while enrolled in the program, the student will need to repeat the process with CastleBranch.

**Work**
The faculty recognizes that many students need to supplement their income or support themselves with work outside of their academic responsibilities. At the same time, excessive hours spent in employment can have an adverse effect on grades or performance, as well as jeopardize health and affect attentiveness and safety. Students are asked to use good judgment in selecting work hours.

**Classroom Expectations**

**General Requirements**
- Purchase textbooks and required course materials prior to the beginning of the course. Complete reading assignments by the indicated class date. Additional handouts, online resources or audio-visual use may augment the textbooks. Instructors will inform you of which materials to bring to class.
- Complete all exams, assignments, and projects to expected standards. All work must be submitted to determine a final grade and pass the course.
- Be familiar with the course calendar, schedule of assignments and criteria provided; these should be kept accessible when organizing one’s work and assuming the role of an active learner. Refer to the course’s Blackboard site for updates, revisions and announcements.
- Students are encouraged to seek assistance as needed to assure clarity of criteria and comprehension of course materials for student success.
- Conduct and attitudes pertinent to an OT practitioner are expected per AOTA Code of Ethics and this program’s Professional Behavior Assessment (Appendix B). Confidentiality and sensitivity should be exercised in all aspects of the learning environment.
- Wear nametags and professional attire for field visits, community assignments, Practical Exams, presentations and fieldwork. The OTA Program Dress Code (Appendix K) outlines these expectations.
- In the event of inclement weather, a class session is canceled when Western announces official campus closure; sign up for the Emergency Notification System at https://www.getrave.com/login/westerntc. If the instructor cancels the class when the campus is open, phone or text messages will be implemented and notification placed/sent on Blackboard. In all cases, students are advised to use good judgment in making decisions to travel, but make up class work may not be available.
- Treat the classroom property with respect and care (e.g., no feet on furniture, use trash and recycle receptacles as labeled, turn out lights when leaving, etc.).
- Casual visitors are not permitted in the classroom; exceptions of guest speakers and subjects for lab experiences are by permission and/or invitation of the instructor.

**Participation in Class**
- Attendance is considered mandatory. If you are unable to attend class, you are required to call the instructor prior to the class. Course work will not be repeated for the student who
misses class time. Any missed work becomes the student’s responsibility. Refer to the OTA Program Attendance Policy for full expectations and procedures (Appendix J).

- Punctuality to class is expected. Timely arrival to class ensures a full learning experience and positive learning environment for all learners. Allow adequate time for travel and parking; the adjacent HSC lot is metered and some of the street parking near the building is limited to two hours…the street parking gets full quickly, necessitating parking at a short walking distance.
- The nature of “occupations” implies active involvement and performance-based learning requires “hands on” approaches. Therefore, students are expected to actively engage in all learning activities.
- An active learner is prepared for classes. This includes studying for exams, formulating questions and completing assignments, as well as reviews or topic investigation that an instructor may include. Class materials should be organized and available, so that the student is ready to participate when class begins.
- Classroom demeanor should be attentive, open-minded and respectful. Questions and discussion are invited, with mindfulness kept to the class schedule and all students having opportunity to participate.
- Cell phones are to be turned off or on silent/vibrate during lectures and labs, unless specifically directed for technology use in class. Please do not engage in text messaging or E-mail exchanges during class. Answering of a phone during lecture or lab can be allowed for pressing needs and should be discussed with the instructor prior to the start of class.
- If you complete tasks early, it is incumbent upon the student to use “down time” wisely (e.g., practice skills, work ahead, assist peers, etc.); students are not excused early from class for working quickly.
- Breaks will be offered at designated intervals. Breaks are not extended or added to accommodate for lack of planning (e.g. parking).
- At times, photos or video may be taken in class to facilitate learning and may continue to be used in OTA coursework for educational purposes. Students may be invited to volunteer for photos/video intended for marketing; you will be asked to sign a release in these cases. Photos used for social networking through Western will be those of public settings and will not be tagged.
- At the close of a course or program, you may be asked to complete evaluations of your learning experience. Input from these evaluations helps the faculty to continually improve the program.

**Lab Experiences**

- Refinement of skills cannot reasonably occur solely within the lab hours; the student should plan on practicing techniques outside of the scheduled lab times, so that s/he is prepared to perform the techniques during labs to a satisfactory level. Optional Open Labs are offered to provide access to OTA labs for study and practice.
- Each student is expected to clean up his/her work area and assist with general lab maintenance; this may include assistance or rotating turns of completing lab-generated laundry and other routine needs.
- Students should notify the instructor of lab needs (e.g., low supplies, faulty equipment, etc.).
- No equipment is to be taken out of the lab without permission; check requests first, use the appropriate sign out sheet and return promptly. All items must be returned prior to the final grades being issued.
- Lab attire will be communicated to students, based on safety and best learning; students are required to comply in order to proceed with the course (e.g., for physical assessment, students may need to wear clothing that allows access to upper trunk, low back, arms,. etc.).
Since skills are most effectively learned “hands on”, students will often practice competencies with student peers under the direction of the instructor. A liability and supervision agreement will be required for these learning activities (Appendix I). Peer and/or Competency checks may precede exams to maximize authentic learning and feedback for success.

**Submitting Coursework**

- All assignments should be identified by student name.
- The instructor will specify the method for submitting assignments in each course (e.g., in class, email, Blackboard, etc.). Assignments submitted in an alternate method may get delayed/missed.
- Under certain circumstances, work may also be accepted via regular mail, E-mail, fax, or personal drop-off. If sending a fax, include the instructor’s name on the cover sheet. If using regular mail, allow sufficient time for delivery so that assignment arrives by the due date. If making a personal drop-off and the instructor is not in, place the work under the instructor’s office door or leave with another OTA faculty/Program Assistant; assignments may not be left with faculty or support staff of other programs.
- All assignments must be submitted at the beginning of class on the due date to be considered on time.
- Written assignments are to be submitted in typed form; these should be double-spaced, in 11 or 12-font, with a minimum of 1" margin. Either the MLA or APA style may be followed for formatting and references/citations, including a proper heading.
- Work allowed to be submitted in handwritten form will be identified by the instructor and must be legible and in black ink; illegible work or that done in pencil or other colors of ink will be returned ungraded or with proportional points deducted. The instructor will notify students if pencil is allowed for workbook or in-class learning projects that may be handed in for grading.
- Work submitted electronically (E-mail, Blackboard) is most often sent as an attachment and in Word format. Exceptions will be specified by the instructor (e.g., utilizing text box in Assignments section of Blackboard, Discussion Board, chat rooms, etc.).
- Accurate spelling, grammar and punctuation are presumed and expected. Some assignments may have a designated point value for correct written form. Persistent substandard work will be addressed per the program’s Professional Behavior Policy (Appendix C).

**Online Coursework**

- Access the course’s Blackboard regularly for updates, tips, questions/answers and discussion with peers. Refer to the FAQ sheet as you begin online courses in the OTA Program for helpful info and directions.
- The first method of seeking assistance is to utilize the Discussion Board; in this way, all class members benefit from the question/response just as in a classroom. If you have a question/need that is more individual, contact the instructor via E-mail or phone.
- The student should be self-directed to be successful in distance education. Avoid procrastination to optimize learning. At the same time, the student should be mindful that this is not a “self-study” course … it is interactive, just like a live classroom!
- All assignments must be submitted by 11:59 p.m. of the due date to be considered on time.
- The majority of written assignments are to be completed in Microsoft Word and sent as attachments for ease in grading and downloading. In order to readily identify work submitted electronically, indicate name of assignment and your initials in the subject line.
- If you encounter technical problems or other barriers, contact the instructor immediately via telephone. Make up of work at full value is based on the establishment of an Excused
Absence per program policy and timely communication from the student (refer to the program’s Attendance Policy in Appendix J).

Grading

In a performance-based curriculum, achievement of competencies is evidenced through various forms of assessment. Assignments, projects, exams and experiential learning will be utilized to give a measurable grade to the learning process. Methodology varies with the content and identified learning needs of the students (e.g., objective, competency-based, reflection, analysis, etc.). Points attached to each assignment/exam are reflective of its length and difficulty. Points are combined for one final course grade. Exams may be weighted and will be indicated in the syllabus. All OTA courses must be passed with grade “C” or better (or Pass in the case of Level II Fieldwork) to progress in the program (refer to the program policy for Progression and Graduation, Appendix L).

Grading Scale and Process
The student will be informed of the expectations, point value, due date and criteria for assignments/exams in the course syllabus. Instructors may further specify criteria for success within assignment descriptions, unit outlines, assignment lists or rubrics. The student will receive a point value grade on each assignment/exam based on his/her performance. Grades are entered into the grade book on Blackboard for ongoing and immediate access. In addition to point value, the student may also receive evaluative feedback through comments and discussion. Students are responsible to track own grade progress and communicate with the instructor if discrepancies, questions or concerns arise. Final grades are cumulative and entered into the student’s official record the day after the semester ends. The instructor will enter the letter grade that coincides with the established grading scale; grades will not be rounded up for fractions of a percentage (i.e., consistent with professional practices for certification exams and competency measures). The most current information regarding academic standing, grading system, and appealing grades is located in the Western Student Handbook. The grading scale for the OTA Program is as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94 - 100%</td>
<td>A</td>
</tr>
<tr>
<td>90 - 93%</td>
<td>A/B</td>
</tr>
<tr>
<td>86 - 89%</td>
<td>B</td>
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<tr>
<td>82-85%</td>
<td>B/C</td>
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<tr>
<td>78-81%</td>
<td>C</td>
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<tr>
<td>70-77%</td>
<td>D</td>
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<tr>
<td>Below 70%</td>
<td>F</td>
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</table>

Grading Policies
- All assigned coursework and exams must be completed to receive a final passing grade for the course; incomplete grades are for extenuating circumstances only. Failure to complete all course work by the end of the term will result in a final grade of F (Fail).
- In the event of an Excused Absence, contact the instructor immediately to communicate about the due/date requirements. The student should submit assignments upon return to campus to be considered submitted on time. If an Excused Absence is anticipated, the student shall take the initiative to discuss the circumstances with the instructor and make appropriate arrangements to submit work ahead of time. In the event of an Unexcused Absence, late penalty deductions will be applicable from the due date to the actual date submitted. Refer to the OTA Program Attendance Policy for definitions and policies regarding Excused and Unexcused Absences (Appendix J).
• In face-to-face classes, for each academic day that an assignment is late/incomplete, the value of the assignment will be lowered by 50% for 1 day late and student will receive no points for 2 days late. This includes assignments submitted later on the due date than expected. In online courses, for each calendar day an assignment is late/incomplete, the maximum value of the assignment will be lowered per the same formula as face-to-face courses; one minute after the deadline is considered late (e.g., if due on 9/4/18, must arrive by 11:59 p.m. of that date…if the assignment arrives at 12:00 midnight, it has become 9/5/18 and the work is one day late). Once an assignment is 2 days late, it is no longer be eligible for points, although still must be submitted to meet course requirements.

• When determining grade values to assignments/exams, the instructor may break down a point, but, typically, no further than by one-half (i.e., a .5 deduction or addition may apply, but no other fractions of a point). Therefore, a .5 of a point is the least amount deducted for a late assignment per day, regardless of total value of the assignment.

• Extra credit opportunities may be offered to enhance grades and are at the instructor’s discretion; extra credit is not intended to remediate at-risk grades or set up for an individual only (i.e., must be offered to all class members). Late or outstanding work excludes any accompanying extra credit opportunities. Students with less than 78% on a Practical are ineligible for related extra credit opportunities and should focus on strategies for improving performance.

• Questions or concerns about grades should first be addressed directly with the instructor and in a professional manner. If the student is not satisfied, he/she may next bring the concern to the Program Chair and/or the Associate Dean. Students may appeal final grades per the academic policy in the Western Student Handbook.

Exams
To demonstrate competencies, a variety of exam types (e.g., quiz, written, practical) will be administered throughout the program. Methodology of student evaluation varies with the content and identified learning needs of the students (e.g., objective, essay, performance based, reflection, etc.). Practical Exams must be passed with a 78% or better to progress in a course. Written exams may be weighted to reflect their relevance to competency attainment. Exams are retained in the student’s file, secured in the instructor’s office. The complete policies and procedures are outlined in the OTA Program Examinations Policy (Appendix M). Related policies include those addressing Progression and Graduation (Appendix L) and Re-entry (Appendix N). Exams may not be printed, photographed, copied or otherwise shared.

Student Records
Graded assignments and copies of Professional Behavior Assessments/student plans are returned to the student for their reference. Sample assignments, exams and other student-related documents are securely maintained in an active student file in the instructor’s office while the student is enrolled in the program; electronically-submitted assignments/exams (i.e., from online courses) may be stored on the instructor’s computer. Information that identifies a student and is not retained is disposed of by secure shredding. Upon graduation, the student records are moved to a permanent, locked file room on the HSC premises. These records are kept for a period of 5 years, whereupon, the final Level II Fieldwork Performance Evaluations are retained and the rest is shredded.
Professional Involvement

Students in the OTA Program will be educated on the role and benefits of national and state associations that promote and advocate for Occupational Therapy; membership is strongly encouraged and resources for applying are provided. See Appendix V for a listing of Professional Organizations and Regulatory Agencies.

The OTA Program endorses a Student Occupational Therapy Association (SOTA). The association is sanctioned by the Western Student Government and meets once monthly to plan events and activities. Each year, the SOTA sponsors second year students to attend the WOTA Conference. The mission of SOTA is: to support the professional growth of the students in the Occupational Therapy Assistant Program and to promote OT on campus and in the community. SOTA Bylaws are included in this Handbook (Appendix P).

Graduation and Beyond

To graduate from the OTA program and receive the Associate of Applied science degree from Western, students must fulfill the 70 credits of the curriculum. All courses must be completed with a final grade of C or better or have approved transfer credits verified with the Registrar (Appendix L). Students seeking to transfer in from another OTA program must submit a Transfer Recommendation Form (see appendix O for the full program transfer policy/form). The steps and expectations to transfer out of the program are also outlined.

Graduates of the OTA Program are eligible to sit for the NBCOT certification examination for the Occupational Therapy Assistant. After successful completion of the examination, an individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure to practice, with state licenses usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate’s ability to sit for the NBCOT certification exam or to attain state licensure (refer to the OTA Program Progression and Graduation Policy, Appendix L).

In your last semester of studies in the OTA Program, you will receive information and resources on completing certification and licensure processes (refer to list of related agencies, Appendix V). The Program Chair will submit necessary forms on your behalf. The OTA Program provides support for your success on the NBCOT exam by offering access to study areas/materials and contact with the Program Chair for questions that arise.

Alumni of Western have access to many benefits of the college; this includes use of the library, computer, career services and Wellness Center membership. We encourage students to register for TechConnect to get access to the job listings and receipt of job alerts. Your Western E-mail account can continue to be used as long as you keep it activated. For more details, go to the Alumni page on Western’s website.

Although not able to write individual recommendation letters, the faculty is privileged to serve as references as you seek employment or further education opportunities; we ask that you complete the online reference release form at Western’s Career Services webpage. The OTA Program faculty remains open to keeping in communication with our alumni; we are interested in your career progress and have been gratified to see our graduates in roles that support the OTA Program and the OT profession!
Fieldwork Education

Scope and Purpose

Your didactic preparation as an OTA is only one part of the curriculum; most students feel that their skills soar and “it all comes together” during the Fieldwork component of their education. It is during the Fieldwork Education component of the program that the student is given the opportunity to apply knowledge and skills learned in the classroom/laboratory setting to actual clients. This is done under the supervision of a Fieldwork Educator (FWE), who is typically an OT or OTA (i.e., students may be supervised by other qualified healthcare professionals at Level I sites). Through several rotations, students are given the opportunity to work with a variety of populations, ages and in several types of service settings.

We develop fieldwork sites that will provide a solid educational and professional experience for students; the OTA Program works closely with the site and Fieldwork Educator (FWE) to establish objectives and a plan to guide your growth. The AFWC keeps in communication with the site/FWE, most often making a site visit; this is to ensure continuity of your learning needs and provide support for success. We follow ACOTE Standards and WisCouncil guidelines in designing a comprehensive Fieldwork program for you. Fieldwork embodies the OTA Program mission to “prepare students as entry level practitioners through a competency-based education, collaborative efforts and community partnerships”.

There will be three to four separate FW placements. The first one or two are Level I Fieldwork and will be scheduled for 10 consecutive school days, either at one site or split time between two sites. This occurs in the third term of core studies. The purpose of Level I FW is to introduce you to health care, understand clients’ needs, and develop comfort/professional behaviors, as well as practice beginning level skills. Since they reflect distinct skill levels and competencies, no Level I FW may be substituted for any part of Level II FW.

The final semester of the program consists of FULL TIME Level II Fieldwork; the purpose of Level II FW is “to develop competent, entry-level, generalist …occupational therapy assistants” (ACOTE). You will follow the facility/FWE’s schedule for 2 distinct 8-week placements (note: ACOTE standards allow placement at one site for the full 16 weeks if all other criteria are met). Each rotation is scheduled consecutively (without breaks) and extends beyond the academic trimester term to meet the 16-week requirement; specific scheduling variances will be communicated in advance. You will become a contributing member of the team at the FW site and need to take advantage of every learning opportunity.

Selection of Sites

The Academic Fieldwork Coordinator (AFWC) is ultimately responsible for securing and arranging fieldwork placements for students. This is done in collaboration with the students and the Program Chair and faculty. Although student input is sought and strongly considered, the final decisions are made by the AFWC based on best learning and are binding. Factors taken into account are:

- Appropriate site qualifications to ensure student develops entry-level competencies.
- Providing the student with exposure to a variety of populations/age spans, interventions and health care settings.
- Meeting the learning style/needs of the student.
- Areas of interest/priority for the student.
Availability of contracts/sites for a given period of time.
Not a duplication of previous work or volunteer experience.
Equitable expectations for all students.
Consideration for the student’s life roles and responsibilities.

If a student has valid reasons to suggest a new or distant FW site, a request must be filed with the AFWC and approved by OTA faculty during the period of assigning FW placements. Once sites are confirmed, they will not be changed except for cancellations by the FWE or a catastrophic event.

Each student will be asked to complete a survey and submit it to the AFWC; this is your opportunity to state your preferences and needs. It is recommended that students access and review files about the FW sites, communicate with the AFWC/faculty, and use public information and personal resources to increase their awareness of options; student should also reflect carefully on their needs and priorities. The AFWC will simultaneously survey potential FW sites as to their availability for the scheduled FW dates. All this information is gathered, compared and discussed by the OTA Program team to set up assignments; students are not to make contacts or arrangements for FW independently. The students are informed of the assignments and the AFWC confirms these with the respective FW sites. The AFWC takes care of all the paperwork involved and distributes contact information to the students in advance of the scheduled dates. The full fieldwork selection and scheduling policy is in Appendix Q.

General Expectations

As an OTA Program student completing Fieldwork Education, you live in “two worlds”…the college and the fieldwork site. You represent Western Technical College and the OTA Program; therefore, you are still accountable for the code of conduct and policies of the college, division and program. While affiliating at a site, you also closely follow their policies and practices, too.

Your primary “job” at fieldwork is to learn and develop competencies. The FWE and site look for students to be engaged, active learners; this means: a positive attitude, preparation, dependability, asking questions, accepting and using feedback and a commitment to quality services. You will develop connections with clients, their families, and other professionals; this collaboration will be a foundation for your professional development, so a commitment to good communication is essential.

Conduct
While at Fieldwork, the activities and schedule of the site should be your priority; plan your other obligations so that they do not interfere with your success at Fieldwork. It is recommended that outside work hours are limited; your day will be full and you will have outside research/planning to do, as well as a concurrent online course during Level II FW. Arrange appointments and travel time to ensure you adhere to the site’s schedule. Leave your cell phone off and away to ensure privacy as well as a distraction-free environment (e.g., make calls at designated breaks). Be conservative and discrete in your behavior and interactions to ensure a professional image. Students are not permitted to accept payment or compensation for services while at fieldwork, nor combine work and education duties.

Professional Identity
In order to perform at your best and portray a positive image, it is important that you are taking care of yourself; take steps to attend to your wellness and keep a healthy balance in your lifestyle. This includes the basics of sleep, activity and nutrition, as well as attending to your emotional well-being.
and stress in a constructive manner; you want to be fully present and involved while at your Fieldwork site!

The OTA Program Dress Code will be the standard while you are at fieldwork. Unless the site specifies attire, defer to the program Dress Code (Appendix K). You must wear a form of identification at all times while at Fieldwork. If the site requires their own badge, then that would be the one to wear; if one is not provided, then the student should wear the name tag provided by the program. The first program name tag is provided without charge, but replacements are the responsibility of the student.

While at Fieldwork, your title is “Occupational Therapy Assistant Student” and your credentials are “OTAS”. Use these designations when identifying yourself, both verbally and in documentation. It is illegal and unethical to misrepresent yourself (e.g., referring to yourself an “OT”, “COTA” or “OT Student”).

Attendance
In order to learn and benefit from Fieldwork, you have to be there! You have a finite amount of time to develop your skills and learn from those around you; also, the FWE and other personnel at the site have made a commitment to your education. Attendance, punctuality and adherence to the site’s schedule is mandatory and of utmost importance. The student must complete the required hours within the setting to which s/he is assigned. Absences may be excused under certain circumstances, but the missed time needs to be made up in most cases; students must call the FWE AND the AFWC ahead of time in order for an absence to be eligible as excused. Refer to the complete Fieldwork Attendance Policy (Appendix R). Unexcused absences or failure to follow the Fieldwork Attendance Policy is grounds for dismissal from the Fieldwork rotation.

Division Policies
The Health and Public Safety Division seeks to ensure that the safety and needs of the public and clinical sites are met while Western students are fulfilling Fieldwork. The student should be aware that certain conditions may bar them from Fieldwork opportunities: convictions or failure to report arrests/convictions, unable to demonstrate immunity to specific diseases, body art and piercing; Division policies can be reviewed in full (Appendices F, H and S) and the student may be asked to sign an acknowledgment waiver when applicable.

Insurance
- The college provides professional liability insurance to each student assigned to the Fieldwork setting,
- You also receive a Student Accident Insurance policy that covers injuries that you may incur on the way to or from any fieldwork experiences, and any injury that you might sustain at the fieldwork site. This includes needle sticks or any other injury that you may sustain while performing your fieldwork duties as a Western Technical College student. This insurance ONLY covers you for injuries related to these student experiences; your choice of insurance for other portions of your life remains your responsibility. This insurance is considered a secondary insurance to any primary insurance you may have. There is no deductible for this coverage; procedures for accessing this coverage will be covered in a fieldwork seminar.
- The student is responsible for own primary health, major medical and auto insurance.

Accommodations
If you have received documented accommodations from Disability Services at Western, these may most likely apply to Fieldwork Education, too. Due to privacy regulations, the AFWC may not disclose disability status or need for accommodations with a FW site without your express
permission. It may be to your best interest to be proactive and inform the site of your needs in advance, to ensure they can be met at that setting/facility; it is recommended to consult with the AFWC well in advance to ensure continuity and success at Fieldwork.

**Student Responsibilities**

- Ensure that all immunizations and TB tests are up to date and filed with CastleBranch (see Appendix H). Lapses will result in ineligibility to attend FW incurring delays or interruptions in education (e.g. may or may not be able to be accommodated per FW attendance policy, Appendix R)
- Fulfill Division requirements for Health and Safety Training
- Maintain CPR certification
- Have a cleared and current Background Check
- Complete the Personal Data Sheet and submit to the AFWC
- Sign and submit the OTA Program Confidentiality Statement. (Appendix E)
- Contact the FWE 2-3 weeks prior to the start date to introduce yourself and get pertinent information for getting started (e.g., dress code, hours, directions, parking, etc.); this is also a good time to ask if there is any preparation you can do to have a successful FW experience…FWEs will be impressed if you are an eager and committed learner!
- Ensure housing and reliable transportation arrangements, along with the financial obligations
- Be apprised of the scope, objectives and policies of the FW Program.

**Site-Specific Expectations**

There may be Fieldwork sites that have additional forms, applications or steps to complete in order to affiliate at their facility. The AFWC will provide or direct you to these in adequate time to complete the requirements. There are sites that are adopting the practice of interviewing student prior to acceptance.

Some sites require that you submit direct proof of your health record (e.g., TB test, hepatitis B vaccine, etc.) and an additional flu vaccination; since your official Student Health Record is maintained in at your CastleBranch account, the AFWC cannot release this information directly to the site. In these cases, it is the responsibility of the student to obtain a copy of these documents to present to your site if needed. Some sites also require a separate, recent background check to be conducted. If the site offers housing or other amenities, you may need to complete and application/request and sign an agreement.

When a Fieldwork contract is developed, the site is provided with resources and guidance to develop their own Site-Specific Objectives. These become the framework for building competencies and expectations for your Fieldwork experience. Since these objectives are customized to the population, services and resources at the site, the Fieldwork Educator can develop innovative and meaningful learning activities. The particular projects, assignments, caseloads and opportunities may differ at each site, but all are based in the Program Outcomes and course competencies established in the curriculum.
Forms and Policies

Prior to the scheduled Fieldwork experience, you will be provided with the syllabus, necessary forms and resources for completing the Fieldwork assignment; these would be communicated or distributed in a seminar and/or on Blackboard. A contact sheet to reach your FWE will be given well in advance. For all Fieldwork rotations, you will complete an evaluation of the Fieldwork experience, to be shared with the FWE and submitted to the AFWC. The FWE will also complete an evaluation of your performance, which will be shared with you, submitted to the school and used to determine your grade for the Fieldwork course. In addition to attendance, the program also has Fieldwork policies related to how you are evaluated and how incomplete or failed Fieldwork experiences are handled (Appendix T and Appendix U).

Success at Fieldwork

A recent graduating OTA class was asked to share their tips and advice for success at Fieldwork; this is what they had to say:

- Go into fieldwork with an open mind and take advantage of every opportunity you are offered because you never know if you’ll get that experience again.
- I would say to ask lots of questions; love what you are doing and your passion will shine through.
- FW is a wonderful experience. Despite any nervousness prior to starting, Western’s OTA program has prepared you for the new challenge; be confident in what you’ve learned, soak up as much information as possible, and don’t be scared to jump right in and get some experience.
- Don’t anticipate, initiate! I experienced the worst and the BEST fieldwork rotations and learned so much from them. I think that you get out of it what you put in and if OTA is where your heart is then you’ll do great, learn ALOT and really enjoy it!
- This is a time that will be challenging but also very rewarding. I would tell them to buckle up and enjoy the ride because in a short amount of time the ride will be over and they will be standing at graduation day wondering where the time went.
- BE CONFIDENT, you have to be confident in your ability to use the skills that you have learned in order to be successful and.....don’t sweat it, it you did the leg work FW is the FUN part!!!
- It goes so fast. Ask questions when you have them, and don't be afraid to jump in.
- Be open-minded and always take a chance with working with other disciplines. Don't settle for what you know and take advantage of your FWE and their experience. Step out of your shell right away!
- Be proactive and make effective communication a priority between yourself and FWE right away. Be creative and express/implement ideas you have. You learn by doing, so don't sit back timid, get in there and do it! Work on note writing before entering FW, it is so important! Have fun and enjoy it!
- Keep an open mind. When I first started in the school system, I was very hesitant in whether I liked it or not because it was so different than anything I had done before. Once I got the hang of it, I absolutely loved it!

Again, we welcome you to the OTA Program and look forward to a rewarding journey together!!
OTA STUDENT HANDBOOK ACKNOWLEDGEMENT FORM

My signature below affirms that:

- I have received and read the OTA Program Handbook.
- I understand the terms and expectations of the Handbook.
- I have been provided with opportunity to discuss and ask questions about the Handbook.
- I may seek further clarification regarding the Handbook from the faculty throughout enrollment in the program.
- I will maintain a copy of the Handbook as a guide for this program and include revisions and updates as provided.
- I understand that a current, electronic copy of the Handbook is also available online.
- I agree to abide by the policies and requirements as set forth in the OTA Student Handbook. This includes policies of the OTA Program, Division of Health and Public Safety, Western Technical College and the Health Science Center.
- I understand that policies developed for the Program, Division and College extend to all educational locations and that “campus” is comprehensive to include community and fieldwork sites, as well as student organization activities.

Student Name: (Please Print): __________________________________________________

Student Signature: ____________________________________________________________

Date: __________________________

This is a student copy that you may retain for your reference. The copy to sign is Appendix W.
Appendices to the OTA Student Handbook
# Appendix A

## Western’s OTA Curriculum Outline

<table>
<thead>
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<th>FIRST TERM - SUMMER</th>
<th>COMPLETED COURSE NAME</th>
<th>CREDITS</th>
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<td>10-809-198</td>
<td>Introduction to Psychology</td>
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<td>10-806-177</td>
<td>General A and P</td>
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<td>10-801-136</td>
<td>English Composition 1</td>
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<td>10-809-166</td>
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<td>10-514-172</td>
<td>Medical and Psychosocial Conditions</td>
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<td>Activity Analysis and Applications</td>
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<td>10-809-188</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>10-801-198</td>
<td>Speech</td>
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<thead>
<tr>
<th>THIRD TERM - SPRING</th>
<th>COMPLETED COURSE NAME</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>10-514-174</td>
<td>OT Performance Skills</td>
<td>4</td>
</tr>
<tr>
<td>10-514-175</td>
<td>Psychosocial Practice</td>
<td>3</td>
</tr>
<tr>
<td>10-514-176</td>
<td>OT Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>10-514-177</td>
<td>Assistive Technology and Adaptations</td>
<td>2</td>
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<td>10-514-179</td>
<td>Community Practice</td>
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<td>10-514-182</td>
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<td>3</td>
</tr>
<tr>
<td>10-514-183</td>
<td>Pediatric Practice</td>
<td>3</td>
</tr>
<tr>
<td>10-514-178</td>
<td>Geriatric Practice</td>
<td>3</td>
</tr>
<tr>
<td>10-514-184</td>
<td>OTA Fieldwork I</td>
<td>2</td>
</tr>
<tr>
<td>10-809-172</td>
<td>Intro to Diversity Studies</td>
<td>3</td>
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<tr>
<td></td>
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<td>10-514-185</td>
<td>OT Practice and Management</td>
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<td>10-514-186</td>
<td>OTA Fieldwork II A</td>
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<td>10-514-187</td>
<td>OTA Fieldwork II B</td>
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<tr>
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<td><strong>Total</strong></td>
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<td></td>
<td><strong>Total Program Credits</strong></td>
<td><strong>70</strong></td>
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</table>
# Appendix B
## Professional Behavior Assessment

<table>
<thead>
<tr>
<th>Student ___________________________</th>
<th>Date ______________</th>
<th>Rater: ___ student ___ faculty ___ FW Educator</th>
</tr>
</thead>
</table>

Instructions: For each section, review the skills/behaviors and rate the area on a scale of 1-5 (consider 1= poor, 3= inconsistent/developing, 5= exceptional). Offer comments to support the rating given. Complete the summary of strengths and areas of growth based on the assessment.

### Dependability
- Punctual and consistent attendance
- Adheres to class/FW schedule and appointments
- Following an excused absence, contacts peers/educators regarding needed materials/responsibilities
- Honest (cites sources, no copying/plagiarism/cheating)
- Respects property
- Adheres to Western/facility policies and student expectations
- Follows suggested sustainability protocols

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<tbody>
<tr>
<td>Comments:</td>
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### Active Learning
- Actively participates in all learning activities
- Offers own thoughts/ideas in discussions/collaboration
- Formulates/asks relevant questions
- Identifies need for further information and consults as needed
- Identifies relevant resources to access for information
- Uses effective written communication skills (grammar, spelling, clear expression, legibility)
- Uses “down time” productively

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<tr>
<td>Comments:</td>
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</table>

### Preparation
- Contacts instructor/FWE prior to absence
- Completes assignments on time and meets due dates
- Brings needed materials to classes/FW
- Reviews, reads and researches assigned materials
- Ready to engage in activities/duties when class/FW begins
- Uses available resources to track own work/due dates (syllabus, assignments, Blackboard, email, case load, etc.)

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<tbody>
<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td><strong>Respect in Interpersonal Relations</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>--------------------------------------</td>
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<tr>
<td>• Understands the roles of peers/educators/support staff</td>
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<td>• Accepts personal differences and others’ opinions/values</td>
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<tr>
<td>• Sensitive to others’ personal space/belongings</td>
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<tr>
<td>• Avoids use of offensive language/statements</td>
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<tr>
<td>• Listens attentively to peers/educators</td>
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<tr>
<td>• Avoids interrupting or monopolizing</td>
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<td></td>
<td></td>
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<tr>
<td>• Initiates conversation at appropriate place and time</td>
<td></td>
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<thead>
<tr>
<th><strong>Communication</strong></th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments:</th>
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</thead>
<tbody>
<tr>
<td>• Recognizes impact of non-verbal communication (eye contact, voice tone/pace/volume, facial expression, gestures)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>▪ Offers two-way communication</td>
<td></td>
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<tr>
<td>▪ Contributes in group efforts/discussions equally</td>
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<tr>
<td>▪ Expresses self in a manner that encourages dialogue (direct, polite, clear, asks questions of others, etc.)</td>
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<tr>
<td>▪ Receptive to feedback</td>
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<thead>
<tr>
<th><strong>Problem Solving</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments:</th>
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</thead>
<tbody>
<tr>
<td>▪ Recognizes problems and begins to examine solutions</td>
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<tr>
<td>▪ Applies current resources and identifies those needed to develop answers/solutions to the issue</td>
<td></td>
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<tr>
<td>▪ Comfortable with own knowledge and abilities</td>
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<td></td>
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<tr>
<td>▪ Comfortable with mistakes/learning curve</td>
<td></td>
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<tr>
<td>▪ Exercises judgment in use of materials/resources for sustainability and fiscal responsibility</td>
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<thead>
<tr>
<th><strong>Safety</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Approaches tasks in an alert, conscientious and self-paced manner</td>
<td></td>
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<td>3</td>
<td></td>
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<tr>
<td>▪ Ensures a neat, organized and hazard-free environment</td>
<td></td>
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<tr>
<td>▪ Handles tools and equipment per protocol</td>
<td></td>
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<tr>
<td>▪ Consults with educator when another’s behavior endangers others or in the event of an ethical breach</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>1 2 4 5</td>
<td>Comments: 3</td>
<td></td>
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<tr>
<td>Assumes responsibility for adequate sleep, nutrition and activity and health care needs</td>
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<tr>
<td>Recognizes and attends to own stressors/personal needs</td>
<td></td>
<td></td>
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<tr>
<td>Identifies and uses support systems</td>
<td></td>
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<tr>
<td>Seeks advisement when needed</td>
<td></td>
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<tr>
<td>Establishes healthy outlets and coping mechanisms</td>
<td></td>
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If you are a first semester student, you may STOP the rating portion of the assessment at this point and move ahead to the Summary section. All other students should proceed forward with the entire assessment.

<table>
<thead>
<tr>
<th>Collaboration and Teamwork</th>
<th>1 2 3 4 5</th>
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<tbody>
<tr>
<td>Consistently assertive in verbal and non-verbal communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modifies communication to the situation/listener</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practices active listening skills</td>
<td></td>
<td></td>
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<tr>
<td>Embraces diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares fully with lab/project partner(s) in accomplishing tasks</td>
<td></td>
<td></td>
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<tr>
<td>Offers and accepts help</td>
<td></td>
<td></td>
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<tr>
<td>Establishes trust with peers and educators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively clarifies communication and seeks feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct in addressing concerns/complaints</td>
<td></td>
<td></td>
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<tr>
<td>Provides constructive feedback to others</td>
<td></td>
<td></td>
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<tr>
<td>Seeks mutual exchange of information and resources</td>
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<tr>
<th>Flexibility</th>
<th>1 2 3 4 5</th>
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<tbody>
<tr>
<td>Welcomes new learning and challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proactive in seeking and implementing solutions to problems</td>
<td></td>
<td></td>
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<tr>
<td>Applies own creativity to generating alternatives</td>
<td></td>
<td></td>
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<tr>
<td>Makes adjustments based on analysis of results</td>
<td></td>
<td></td>
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<tr>
<td>Formulates critical thinking on various topics/approaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comfortable with ambiguity, variables and change</td>
<td></td>
<td></td>
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<tr>
<td>Open-minded in scheduling group work</td>
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<tr>
<th>Self Direction</th>
<th>1 2 4 5</th>
<th>Comments: 3</th>
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<tbody>
<tr>
<td>Takes initiative in all phases/aspects of learning</td>
<td></td>
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<tr>
<td>Works within knowledge/competency (not over-estimating or under-shooting abilities)</td>
<td></td>
<td></td>
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<tr>
<td>Accepts responsibility for actions and outcomes</td>
<td></td>
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<tr>
<td>Assesses own performance; develops a plan of action or modifies behavior in response to feedback and self-assessment</td>
<td></td>
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<tr>
<td>Utilizes professional literature as evidence</td>
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### Leadership

- Implements methods to process events and reactions (journaling, dialogue, reflective responses, etc.)
- Maintains a balance in lifestyle and between personal and professional needs
- Sets personal/professional goals and takes active role in taking steps toward accomplishing them
- Identifies professional expectations and role models
- Maintains confidentiality
- Uses discretion in dress, behavior, interactions, professional boundaries, and roles
- Supports and acts on the AOTA Code of Ethics
- Motivates others and sets a tone for teamwork
- Participates in organizations that promote professional growth and development (SOTA, Student Govt., AOTA, etc.)
- Initiates efforts to ensure for sustainability and fiscal responsibility in use of materials/resources

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<tr>
<td>Comments:</td>
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The student has fulfilled all health record requirements of the Division and Program by the designated due date.  ____ Yes  ____ No

**Summary:**

**Strengths**

**Areas of Concern**

**Plan of Action**

_________________________  ___________________________  ___________________________
Student Signature          Faculty Signature          Date
Appendix C

Professional Behaviors Policy

Purpose: Appropriate professional behaviors are expected of all members of the learning community and are integrated throughout the curriculum. Experience and research show that behaviors demonstrated in the classroom carry over into fieldwork and practice. This policy supports 2011 ACOTE Standards A.3.5, A.3.6, A.3.7 and A.3.9.

Policy: Professional behaviors are expected at all times when involved in any education-related setting or activity. Professionalism will be supported through program policy/practices, education on ethics, classroom discussion, advisement, role modeling and the Professional Behavior Assessment with goals/strategies each term. Students who do not adhere to professional behaviors may compromise the educational experience for the student or their peers, putting success at risk; in such cases, the student will work with faculty to resolve concerns.

Step One: Warning is given for a first occurrence or a minor breach of professional behavior expectations (for definitions/criteria, refer to Appendix B). The non-professional behavior is addressed directly and documentation provided to the student (e.g., Email or written notice); the student is encouraged to discuss the issue with the faculty member and take steps to modify behavior to ensure professionalism.

Step Two: Course Deductions are instituted if non-professional behavior is overt, recurs after a warning or an issue of similar degree/effect arises.

- 25 point deduction in the course in which the infraction occurs. If incident(s) occur outside of class, deduction is applied to the first course listed on the Curriculum Outline that term.
- Additionally, if there is an assignment or learning activity in which elements of professional behavior are specified, a point deduction is applied in accordance with the stated criteria/rubric (e.g., dress code, preparation, collaboration, etc.).

Step Three: Student Success Plan is indicated when non-professional behaviors are accumulated, persistent, negatively affect the learning environment, and/or violate the Western Student Code of Conduct/OT Code of Ethics. The OTA Program faculty/chair will request to meet with the student and may invite the Associate Dean, counselor, Dean of Students, etc. as appropriate, to address the ramifications and eligibility to continue in the OTA Program. If continuance in the program is deemed viable, a Student Success Plan will be developed in collaboration with the student to outline factors, expectations, timelines, and consequences. In instances where the student’s behavior jeopardizes safety or the integrity of the program, college policy for Student Code of Conduct will apply, including sanctions up to and including program or college dismissal (refer to Western Student Handbook).

Steps/occurrences of professional behavior infractions are cumulative across the program. Faculty reserve the right to advance to a subsequent step when there are concerns that could significantly impact student success or present an immediate detriment to program status (e.g., grades at risk, near end of term or didactic coursework, at fieldwork, etc.).
Appendix D

Honesty and Integrity Policy

Purpose: Issues of honesty and integrity are paramount in the OTA Program and reasons for addressing this are twofold. First, AOTA Code of Ethics expressly restricts any behavior that constitutes plagiarism, copying or fraudulent claims; adherence to the profession’s ethical code is considered an essential part of the education and professional behavior preparation of the OTA. Secondly, since the program is competency-based, it is through the careful administration of assignments and testing that one’s ability to perform in the clinic is determined. We have an obligation to fieldwork supervisors, potential employers and the public to assure that each graduate possesses the necessary skills; therefore, the instructor must be able to document with confidence that each student produces/submits genuine work. Policies regarding honesty and integrity are implemented across the curriculum to ensure consistency and communication to all students. This policy supports 2011 ACOTE Standards A.3.6, A.3.9, A.4.4, A.4.6, and A.4.9.

Policy: The OTA Program upholds Western’s Academic Dishonesty Definition and Student Expectations and Student Code of Conduct in the Western Student Handbook. Dishonesty or use of another’s work will not be tolerated. This includes all forms plagiarism, copying, cheating, submitting unoriginal work or misuse of confidential documents. If conduct or results of student performance bring a student’s integrity to question, the instructor will communicate this to the student(s) in as direct and timely manner as possible. It is expected that students cooperate with faculty to arrive at fair and just determinations on these matters. Disciplinary actions may include, but are not limited to: request to redo the work, course grade deductions per the Professional Behavior Policy (Appendix C), failure grade on the work, Fail grade for a course, immediate dismissal from the program. Determination of the appropriate action will be based on the particular facts of the incidence, the degree of severity or intent, any prior occurrence and upon consultation with administration. The faculty will utilize the college’s Incident Report form to communicate incidents of dishonesty to the Dean of Students. College procedures regarding a Student Code of Conduct Hearing Procedure and the Student Grievance Procedure may be enacted (refer to the Western Student Handbook).

Specific conditions and procedures:

- The faculty reserves the right to convene any necessary parties in order to determine the circumstances surrounding a potential act of dishonesty.
- Procedures related to honesty and integrity during testing are located in the OTA Program Examination Policy. If honesty is questionable, faculty reserves the right to interrupt an exam in progress to protect the integrity of the testing environment; faculty will make all efforts toward discretion and privacy.
- If the instructor receives work from two or more students that is the same (i.e., similarities too striking to be due to coincidence), the instructor will meet or communicate with all parties involved. After the facts or circumstances are determined, the OTA faculty will discuss appropriate discipline and/or methods to assure student competency.
- If the instructor receives work that appears to be directly taken from a professional source without proper credit/citation made (i.e., journal, text, Internet article, colleague report, etc.), the student will meet with the instructor to discuss the submitted work. Plagiarism may be recognized by such things as language atypical to the student, terminology beyond the scope of current educational exposure, assertions the student is not qualified to make, reporting of data not accessible to the student, etc. The student may need to produce resources or rough drafts of their work and/or respond to oral testing on the content to satisfy competency standards.
- If a student repeats coursework, it is expected that original and authentic work is submitted each time.
- The OTA faculty team will communicate about matters of honesty and integrity to ensure continuity.
Appendix E

OTA Confidentiality Agreement

According to the OTA Program’s professional behaviors, the AOTA Code of Ethics and HIPAA regulations, we respect and protect the right of confidentiality/privacy of all clients and fellow students concerning their health care and other personal information. All students are responsible to maintain the confidentiality of this information, protecting it against loss, tampering, access or use by unauthorized individuals.

Confidential Information: Verbal communications, written records, computer-based information, other electronic, visual or digital media, films and observations including but not limited to:

Individually Identifiable Health Information: Information, including all health information that is created or received by a health care provider or student and related to the past, present or future physical or mental health or condition of an individual. The information either identifies the individual or there is a reasonable basis to believe the information could be used to identify the individual.

Health Care Information: All information and records in any form, related to the physical or mental health of a client prepared by or under the supervision of a health care provider or student, e.g., diagnosis, treatment, prognosis, condition, or other information contained in medical records, photographs, video tapes, images, or verbal reports.

Personal Information: Client birth date, address, phone number, admission and discharge dates, identification numbers, appointment or visit dates, doctor’s name, family or social and financial information.

My signature below affirms my personal understanding and signifies that I:
- Understand that access to confidential information is limited to authorized users, based on their job related need-to-know,
- Recognize the college’s commitment to confidentiality and privacy,
- Recognize the program’s clinical affiliate’s commitment to confidentiality and privacy,
- Have read and understand this “Confidentiality Agreement”, and
- Realize that breaches of patient confidentiality may result dismissal from the OTA Program at Western Technical College.

Signature____________________________ Date______________

Print Name__________________________
Appendix F

Health and Public Safety Division Confidentiality Policy

The clinical/practicum/internship or fieldwork experience requires students to read and use health or educational records of clients, patients or young children. All Western Technical College students should hold information concerning the identity, diagnosis, prognosis, condition, family situations, care or treatment of their clients/patients or children in confidence. This obligation of professional confidentiality must be carefully fulfilled not only regarding the information in the person’s charts and records but also with regard to your activities and behavior outside of your Western course. Information systems may not be used to access confidential information that is not essential for completion of professional/student activities.

Do not discuss such information with others unless it is required directly for the treatment or care of the client, patient or child. Discuss the above information within the following perimeters:

1. Only in appropriate places i.e. out of earshot of other clients or staff not caring for the client. Places that are inappropriate are public areas such as: cafeteria, parking ramp, elevators, stairwells, break room, community, your home

2. Only discuss names, diagnosis etc. with people directly caring for the client, patient or child. Examples of inappropriate people would include client family members, facility staff not directly caring for the client, neighbors, your family members, client family members, friends, classmates, news reporters

3. Information transmission must be kept within the facility. Client information may not be copied by you or staff and taken out of any facility. Information should not be transmitted to or from, or stored within, any form of personal technology i.e. personal computers, laptops, cell phones, cameras, IPads, IPods etc. Use of any social media will not be tolerated i.e. Facebook, YouTube, Twitter which mentions, depicts or photographs clients or clinical sites by name or care/treatment given to any persons.

Any intentional or accidental violation of these confidentiality provisions by you or others must be reported to the faculty member instructing the class or to Health and Public Safety Division administration, Kumm 211, La Crosse campus. Any violation of this confidentiality policy may result in clinical/practicum or fieldwork disciplinary probation, dismissal from the course and/or program or college discipline related to a Student Code of Conduct violation. It may also bring about legal consequences for the student by parties involved outside of Western.

Signature_________________________________________ Date____________________

Print full name here

5/17/11 LR
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Appendix G

Health Science Center Access
Acknowledgment of Receipt and Responsibility

The academic professional program in which I am enrolled maintains laboratories and other facilities in the Health Science Center. The program makes this space and other general access work and study areas available to program students through swipe card entry to the Health Science Center (HSC) and access codes for digital keypads on selected laboratories. Students are encouraged to use these academic resources to build their knowledge and clinical skills while in the program. With this access comes the professional responsibility of maintaining the integrity, security and orderliness of these facilities and equipment, and assuring appropriate use of these facilities. To that end, I acknowledge having received the swipe card and access codes that allow me to use these facilities and agree to abide by the following usage guidelines:

- This access is for my own use and I will not extend my access to students in other programs, friends, family, acquaintances or strangers. This includes not allowing anyone following behind me into the building without them first having swiped their card to gain access to the building. Use of swipe cards is one mechanism by which responsibility for the contents of the building is monitored.

- I will confine my use of these facilities to my own academic and professional development rather than personal, social or recreational purposes.

- I will only enter areas in which I have legitimate study needs.

- When I use or move furniture or equipment in the course of my access to the building, I have the responsibility to return it to its original condition and location. I will properly dispose of all trash and will not eat/drink in areas where eating/drinking is prohibited.

- I will not remove equipment from the building without prior faculty/staff approval.

- I have responsibility to appropriately care for equipment. Should equipment be lost or damaged while I am in the building, I am aware that I may be held responsible for part or all of the replacement/repair costs.

- I have the responsibility to report to the appropriate authorities (which include building security and program faculty and staff) any access or activities in the building that I believe may be inappropriate. Such activities might include but are not limited to the following:
  - Use of the building by persons who have not been provided legitimate access,
  - Use of the building for purposes other than academic and professional development,
  - Use of computers for non-educational activities, and
  - Activities that are against the law, building, university or program policies.

- To protect my safety, I:
  - Have been strongly advised to use a buddy system – only entering, leaving, and studying in the building in pairs or groups
  - Will not sleep/nap in the building especially if no other person is present to ensure my safety
In order to retain the privilege of use of the swipe card, electronic access to HSC rooms, and building access, I must:
  o Abide by all of the previous regulations
  o Honor the building hours that are set – leaving when the hours are over without disagreement
  o Allow custodial staff and other workers access to the rooms without argument so that they can complete their duties

Finally, I agree understand that these cards may be de-activated or revoked at any time if misuse occurs.

____________________________________  ________________________________
Signature                                      Date

_________________________________________
Print Name

8/15/12
Appendix H

Health and Public Safety Division Policies

TB Policy

The student must provide negative tuberculosis results (by either skin test or chest x-ray report) to attend the clinical or fieldwork portions of Health and Public Safety Division courses.

Procedure:
Students, who want to be accepted into HPS Division programs which require a TB test, must obtain the two-step test.

- If the two-step TB skin test is negative, a one-step skin test is required on an annual basis.
  - Should 14 months lapse since the previous skin test, a two-step test will be required.
- If the skin test is positive, the student must see his/her healthcare provider for follow up.
  - A chest x-ray is required to rule out active TB. If the chest report is negative, the student needs to complete the TB self-report form annually.
  - Students should seek medical attention if they experience signs and symptoms suggestive of active TB disease.

Social Media Policy

Social media creates opportunities for students to communicate in a public forum. Just as there are guidelines for respectful face-to-face communication, so, too, there are standards of conduct for the use of internet tools such as Facebook, Instagram, Snapchat, Twitter, and YouTube. All engagement in social media is bound by Western Technical College's Computer Use Policy, Student Code of Conduct and other generally established policies governing student behavior (e.g., program handbooks, course syllabi, clinical training site guidelines, employer policies, etc.), as well as the Terms of Use of the specific social media site being used. Disregard of these standards will be considered a violation of the Student Code of Conduct.

Because the technology that drives web communication changes rapidly, this policy may be adjusted to reflect issues that may arise in its management and implementation or for any other reason that supports the College’s priorities.

Guidelines for Individual Use of Social Media

These include, but are not limited to, the following:

- Students must adhere to the principles of patient/client privacy and confidentiality in safeguarding identifiable patient/client information as it relates to social media.
- Students should represent their own views and be professional and accurate in their communications.
- Students should not misrepresent when they are speaking for themselves or Western, other organizations, educational institutions, clinical sites, or employers.
Appendix I

HPS Performance and Practice of Clinical Skills Policy

Students who are enrolled in Health and Public Safety Division courses that require the student to practice skills as identified by the program on student partners, invasive or otherwise, shall be required to read the Liability Waiver and Direct Supervision Agreement. This agreement will be in effect for all courses within the program that require students to practice or perform skills on each other, or perform skills that may incur risk to the student (sharp handling, instrument handling, lifting, etc.). Administration of the agreement and management of the signed agreements will be done at the program level.

3/5/2014

Liability Waiver and Direct Supervision Agreement

In consideration of my participation in __________________________________________
(program/certificate/course), I hereby release Western Technical College, its officers, employees and agents from any and all liability arising out of my participation. I understand the health and safety concerns involved, and I accept and assume all risk for any harm, injury, or damages that may befall me, foreseen and unforeseen, as a result of my participation.

Further, I agree not to practice or perform clinical skills as identified by the program, invasive or otherwise, with a student partner without the direct supervision and/or consent of the instructor.

Dated: __________________________
________________________________________
Signature

________________________________________
Printed Name
Appendix J

Attendance Policy

Purpose: It is the intent of the OTA Program, to promote student success and prepare students for future professional roles. To ensure a positive learning environment and practice identified Professional Behaviors, attendance to OTA Program courses is considered mandatory. This policy supports 2011 ACOTE Standards A.3.5, A.4.9 and A.4.13., as well as Western’s Non-emergent Excused Absence Policy.

Policy: All students are expected to attend OTA Program courses as scheduled. Course work is not repeated; therefore, it in the event of any absence or tardiness, it is the responsibility of the student to obtain missed work. We recognize that some absences may be unavoidable; in these cases, the stated procedures would apply. For an absence to be considered Excused in unexpected situations, the student must contact the instructor directly at least 15 minutes before the class is scheduled to begin. The instructor will inform students of the preferred method of contact. If an absence or deviation from the schedule is anticipated, the student shall take the initiative to discuss the circumstances well in advance with the instructor and make appropriate arrangements for coursework ahead of time. Examples of absences are as follows, but are not limited to:

<table>
<thead>
<tr>
<th>Excused</th>
<th>Unexcused</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid personal/family illness, injury, emergency or obligation</td>
<td>Failure to contact the instructor as described</td>
</tr>
<tr>
<td>Cancellation by instructor</td>
<td>Scheduling of personal appointments</td>
</tr>
<tr>
<td>Approved professional activities</td>
<td>Vacations or personal days</td>
</tr>
<tr>
<td>Western holidays</td>
<td>Not prepared for classes</td>
</tr>
<tr>
<td>Campus closed due to inclement weather</td>
<td>Mismanagement of time</td>
</tr>
<tr>
<td>Scheduled civic or military responsibilities</td>
<td>Work hours/schedule in lieu of class</td>
</tr>
<tr>
<td>Mandatory religious observations</td>
<td>Tardiness is defined as arrival any time after the start of class</td>
</tr>
<tr>
<td>College-sponsored events</td>
<td></td>
</tr>
</tbody>
</table>

Student should be proactive to complete assignments/exams and obtain class materials after Excused and Unexcused absences; this applies to face-to-face and online instruction equally. An Excused absence does not excuse the student from learning the course material, submitting required assignments, nor meeting any other course requirements. OTA Program faculty will apply prudence in each case to determine validity of circumstances for an Excused absence; early and consistent communication is expected.

Procedures:

If attendance issues arise, the student will receive notice and utilize resources to improve attendance; the concerns will be addressed on the Professional Behavior Assessment. This will also result in:

- First occurrence of tardiness - a warning will be given and documented
- Subsequent tardiness – 10 point deduction from related course grade for each occurrence
- Unexcused absence – 25 point deduction from related course grade for each occurrence
- Persistent occurrences – will convert to Step Three (Student Success Plan) of the Professional Behavior Policy (Appendix C)

These procedures/occurrences are cumulative across the OTA Program. Refer to grading guidelines and Examination Policy (Appendix M) regarding late coursework and make-up of scheduled testing.
# Appendix K

## OTA Program Dress Code

The table below lists what attire is acceptable and unacceptable when participating in fieldwork or community events for the OTA Program. These are based on standards of the majority of the facilities and partners in this locale. Please adhere to this dress code unless otherwise specified by your instructor or facility.

<table>
<thead>
<tr>
<th>Attire</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Footwear</td>
<td>• Flat or low heel casual-dress shoes with non-skid bottoms</td>
<td>• Sandals or flip flops</td>
</tr>
<tr>
<td></td>
<td>• Socks or stockings must be worn</td>
<td>• High heels</td>
</tr>
<tr>
<td></td>
<td>• Sandals or flip flops</td>
<td>• Open-toed</td>
</tr>
<tr>
<td></td>
<td>• Open-toed</td>
<td>• Worn or soiled shoes</td>
</tr>
<tr>
<td></td>
<td>• Worn or soiled shoes</td>
<td></td>
</tr>
<tr>
<td>Pants</td>
<td>• Casual-dress pants clean and pressed</td>
<td>• Cargo or “pocket pants”</td>
</tr>
<tr>
<td></td>
<td>• Skirts or dresses if modest length and allow for safety and ease of movement in the setting</td>
<td>• Capri pants or shorts</td>
</tr>
<tr>
<td></td>
<td>• Conservative fit</td>
<td>• Low-rise pants</td>
</tr>
<tr>
<td></td>
<td>• Cargo or “pocket pants”</td>
<td>• Jeans</td>
</tr>
<tr>
<td></td>
<td>• Capri pants or shorts</td>
<td>• Ripped or shredded hems</td>
</tr>
<tr>
<td></td>
<td>• Low-rise pants</td>
<td>• Athletic wear</td>
</tr>
<tr>
<td></td>
<td>• Jeans</td>
<td>• Leggings</td>
</tr>
<tr>
<td></td>
<td>• Jeans</td>
<td></td>
</tr>
<tr>
<td>Shirts</td>
<td>• Cleaned and pressed dress shirt, polo shirt or blouse (modest necklines and length)</td>
<td>• Ads, emblems, words</td>
</tr>
<tr>
<td></td>
<td>• Lab coats in appropriate facilities</td>
<td>• Shirts that are short or low-cut and expose skin (cleavage, midriff) even when reaching up or bending over</td>
</tr>
<tr>
<td></td>
<td>• Program polo shirt when appropriate</td>
<td>• Sleeveless tops</td>
</tr>
<tr>
<td>Jewelry/Body Art</td>
<td>• Name pin must be worn at all times</td>
<td>• No additional piercings (this includes but not limited to: nose, eyebrow, and tongue)</td>
</tr>
<tr>
<td></td>
<td>• Stud earrings with no more than 2 per ear</td>
<td>• Tattoos exposed</td>
</tr>
<tr>
<td></td>
<td>• 1 ring per hand</td>
<td>• Dangling/large jewelry</td>
</tr>
<tr>
<td></td>
<td>• Wristwatch</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>• Hair clean and combed</td>
<td>• Artificial nails or nail polish</td>
</tr>
<tr>
<td></td>
<td>• Facial hair neat/ trimmed or freshly shaved</td>
<td>• Use of perfume or cologne or smell of smoke</td>
</tr>
<tr>
<td></td>
<td>• Nails clean and trimmed</td>
<td>• Chewing gum or tobacco</td>
</tr>
<tr>
<td></td>
<td>• Conservative makeup and hair color</td>
<td>• Straps, camisoles or other portions of undergarments showing</td>
</tr>
<tr>
<td></td>
<td>• Proper use of personal hygiene (deodorant, teeth brushed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discreet underclothing</td>
<td></td>
</tr>
</tbody>
</table>
Appendix L

Program Progression and Graduation Policy

Purpose: The OTA Program supports students to successfully progress through the program, as evidenced by retention along curriculum path, completion of coursework, and graduation with an Associate of Applied Science degree. All didactic and fieldwork education are driven by the program’s mission, curriculum design and program outcomes to ensure that the end result is competency as an entry-level OTA. Requirements regarding progression and graduation are implemented across the curriculum to ensure consistency and communication of expectations for all students. This policy supports 2011 ACOTE Standards A.3.3, A.3.4, A.3.5, A.3.9, A.4.4, A.4.5, A.4.9, A.4.13, and A.4.14.

Policy: The OTA Program supports and upholds all policies of Western Technical College and the Health and Public Safety Division; the most current information regarding academic standing, grading system, appealing grades, and graduation requirements is located in the Western Student Handbook. For each course in the OTA Program, the competencies and expectations for successful completion are located in the course’s syllabus and/or Course Outcome Summary; these are communicated to students either by publishing them on the program’s webpage and/or posting on Blackboard or other delivery method at the beginning of the respective semester. In addition, instructors may further specify criteria for success within assignment descriptions, unit outlines or assignment lists.

In order to progress in the OTA Program, a student must:

- Receive a final grade of C (78%) or better for all courses.
- Complete all assigned coursework and examinations.
- Complete procedures with the college’s registrar for any transfer credits.
- Pass all Practical Exams at a C (78%) or better (refer to OTA Program Examinations Policy).
- Attend and pass all Fieldwork Education rotations (refer to OTA Program fieldwork policies).
- Follow all safety and ethics practices as outlined per HIPAA, the Western Student Code of Conduct, OTA Professional Behavior Assessment, AOTA Code of Ethics and course content.
- Maintain current immunization records, CPR certification and annual TB testing for retention in Fieldwork I and II, as well as remain eligible to participate in Service Learning assignments.

Note: All Level II Fieldwork must be completed within 16 months following completion of the didactic portion of the program. Placement to fieldwork is not guaranteed if there are changes on the background check.

Procedure: Students have ongoing and immediate access to current grades through the Blackboard for each course. Faculty will regularly review student performance and provide feedback on grades via the gradebook. Students are responsible to track own grade progress and credit transfers and communicate with the instructor if discrepancies or questions arise. Faculty advisors will review progress and transcripts at least once per term with each student during the Professional Behavior Assessment session. If a student is at risk (C grade or lower) prior to midterm, the faculty will notify the student in writing and offer an advisement appointment. If a student is at risk at midterm, progresses with a final grade of C, or for concerns that are ongoing or jeopardize the student’s progression in the program, the faculty will request that the student meet to develop a Student Success Plan. Students must take courses in sequence, as described in the Curriculum Outline; variances in curricular path are by the prior approval of the Program Chair only.

Consequences: Withdrawal or a below-C grade in an OTA course precludes a student from enrolling in subsequent courses for which it is a pre/co-requisite; all repeat courses must be completed prior to sequential courses. Failure to complete all coursework by the end of the term will result in a final grade.
of F (Fail). Incomplete grades are reserved for extenuating circumstances. Per Division policy, no student may enroll in a course more than twice; each course drop, withdrawal or failure count as a course enrollment. In order to repeat a course, the student is required to complete a Student Success Plan with the course instructor or Program Chair and may need to pass competency exams (refer to OTA Program Re-entry Policy). Students who receive a total of three or more non-passing grades (D, F or W) in program core and/or science courses will be dismissed from the program. In addition, students whose actions significantly endanger patient safety will be dismissed from the course, program and/or fieldwork site immediately. Students may appeal grades or dismissal from the program (refer to Health and Public Safety Division academic policy in the Western Student Handbook). In cases where a student has an adjusted curriculum path (e.g., three-year plan), necessary variances and ramifications will be specified in a Student Success Plan; any adjustments are upon the advisement and prior approval of the OTA Program Chair.

Transfer of Credits: Students may be eligible to transfer in credits from other accredited educational institutions to complete the requirements of the OTA Program; in order to receive credit, the coursework must have been completed at a C or higher grade. The complete procedures are outlined in the Western Student Handbook and include request of transcript and credit evaluation. The final decision of acceptance of transfer credits is made by the college Registrar. The OTA Program at Western does not offer credits for program specific courses through experiential learning or challenge exams. Audit or Credit for Prior Learning is by request to student services and the Program Chair.

Academic Standing: The Western Student Handbook defines Good Standing, as well as conditions of Academic Probation and Academic Suspension, under the Academic Information section. A student would be notified in writing by the college if placed on Academic Suspension. The Academic Information section of the college Student Handbook also outlines the Grades Appeals Procedure and parameters of Incomplete courses.

Graduation: In order to graduate from the OTA Program, a student must:
- Complete the 70 credits as outlined in the OTA Program curriculum outline; at least 25% of the credits must have been taken at Western.
- Complete each course with a C or better (or a pass grade on a pass/fail grading scale or credit grade on a credit/non-credit grading scale) in all program, health sciences, and general studies courses.
- Have a minimum of a 2.0 GPA in the specific area of study.
- Apply for graduation and be approved by the Registrar; pay the $35 graduation fee.

Graduates of the OTA Program are eligible to sit for the NBCOT certification examination for the Occupational Therapy Assistant. After successful completion of the examination, an individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure to practice, with state licenses usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate’s ability to sit for the NBCOT certification exam or to attain state licensure.
Appendix M

Examination (Exam) Policy

Purpose: The OTA Program supports student success through excellence in learning; various forms of student evaluation are implemented to ensure that learning has occurred and competency attained. Formative assessments, in which students can monitor progress and improve understanding on an ongoing basis through feedback, may include assignments, projects, and peer/competency checks. Summative assessments typically occur at the end of a unit of study and are used to make a determination of student competency (e.g., quizzes, written exams, practical exams, presentation grades, etc.). Exams of multiple formats are used across the curriculum to monitor progress and determine competency toward entry-level OTA knowledge base and skills. Policies regarding examination requirements are implemented across the curriculum to ensure consistency and communication to all students. This policy supports 2011 ACOTE Standards A.3.5, A.3.6, A.3.7, A.3.8, A.4.4, A.4.6, A.4.9, A.4.13, A.4.14 and A.4.15.

Policy: All exams are linked to course competencies, as outlined in the respective syllabus and/or Course Outcome Summary; progression of exams supports the spiral curriculum design and fulfills the program’s mission and outcomes (e.g., build complexity, reflects OTA competencies, professional behaviors expected, etc.). Methodology of student evaluation varies with the content and identified learning needs of the students (e.g., objective, essay, performance based, reflection, etc.). Instructors will inform students of the length, type and subject matter of the exam in advance; instructors reserve the right to administer unannounced exams to ensure timely and ongoing demonstration of competencies (e.g., “pop quiz”). When applicable, instructors may utilize exam items that prepare students for the design, content and reasoning expected on the NBCOT certification exam. Students are expected to be active learners to prepare for exams, demonstrate their best performance, ensure a testing environment conducive for all learners and follow all practices for honesty and integrity. Questions or concerns about test results should first be addressed directly with the instructor and in a professional manner. If the student is not satisfied, he/she may next bring the concern to the Program Chair and/or the Associate Dean. Students may appeal final grades per the academic policy in the Western Student Handbook.

Procedures and Consequences:

General

- The instructor will inform students in advance of any materials to bring or resources that are allowed during the exam. Personal belongings (e.g., purse, backpacks, coat, cap, books, notes, electronic devices, etc.) must be stored below the table or in a designated area during exams. Use of cell phones, texting or other forms of electronic communication are not allowed during exams.
- The student is responsible to complete the exam on the date as indicated on the course calendar. Exams will not be given early. If a student requires accommodations or has specific testing needs, he/she should make arrangements in advance with the instructor. For online exams, the instructor will announce the available dates for completing the exam; once the due date/time expires, the exam is no longer available.
- Arrive for exams on time. Tardiness for exams reduces the total testing time available to the student, as exams must follow close scheduling and designated class times. See section on Practical Exams for specifics related to arriving late for practical exams.
- If you have an Excused Absence on the day an exam, you must contact the instructor within 24 hours to make arrangements to reschedule the exam. Failure to make such arrangements will result in a 0% grade for that exam. Prior arrangements for taking an exam, due to an anticipated Excused Absence, must be made in advance. In the event of an Unexcused Absence, a student will not be permitted to take the exam and will receive a 0% for the exam. (Refer to the OTA Program Attendance Policy for clarification.) This policy extends to online exams.
- In many courses, Competency or Peer Checks are required on lab skills to assure that skills are attained and the student is best prepared for exams. These Checks may consist of a list of skills to demonstrate or may even emulate a Practical Exam. Competency and Peer Checks are completed prior to the upcoming and/or related exam(s); at times, the Check may stand-alone learning activity. Competency and Peer Checks may be assigned a point value or credited on a Complete/Incomplete basis. If the Competency
Check is not completed prior to a related exam, the student is responsible to contact the instructor to reschedule the Competency or Peer Check and exam; in this event, the student will have 5% of the points deducted from the exam score for each day the exam must be postponed until the Check is fulfilled.

- Students should not discuss content, answers, results or scenarios of exam items with student peers who have not yet taken the exam. This includes those who may have re-scheduled exams or who are waiting their scheduled time for a practical exam.
- Exams may not be printed, photographed, copied or otherwise shared.

**Written Exams**

- Students are to be apprised of the college’s definition of Academic Dishonesty and Student Expectations and Student Code of Conduct, as outlined in the Western Student Handbook. If conduct or results of an exam bring the student’s integrity to question, the instructor will communicate this to the student in a direct and timely manner as possible (refer to the OTA Program Honesty and Integrity Policy).
- Students will have the opportunity to review graded exams, usually with class discussion. Graded exams are collected by the instructor after review; students may not keep, copy or record test items/answers from exams. The exams are maintained in the student’s active file in the instructor’s office. If a student wants to view the exam again at a later date, he/she should make an office appointment to meet with the instructor.
- Grades for written exams maybe weighted into the course’s final grade; this will be communicated in the syllabus and/or Blackboard site

**Practical Exams**

- Students are required to perform at a minimum of a C (78%) grade on all practical exams. Some exams have identified critical components or safety factors that must be met in full to pass.
- Student expectations, grading criteria and/or rubric and schedules will be made available to students in advance. Unless otherwise informed, the instructor will supply all exam materials. Students should wait until the instructor admits them to the testing area.
- Students should adhere to the OTA Program Dress Code for all practical exams; this includes wearing one’s name tag, proper footwear and clothing for the practice setting.
- A student arriving late 5 minutes or less for a practical exam will have that time deducted from their total available testing time; this may affect ability to demonstrate competencies fully and would be graded accordingly. A tardy arrival of more than 5 minutes will result in a 0% for that exam. In this case, the practical will need to be rescheduled and the grade from the “retake” will be averaged in with the 0 for the final exam grade. The first scheduled practical will constitute as a “taken” exam and the rescheduled practical will count as a “retake”; thus the “retake” must be passed at a 78% or higher and there will not be any further retakes for being tardy.
- Practical exam schedules will be announced in advance; time frames to complete the exam will be established for each exam to maintain consistency, timelines, and prepare for practice demands. At times, adherence to time frames may be part of the grading expectations. Practical exams are exempt from accommodations for additional testing time in order to prepare the student for the critical thinking, safety and efficiency required in the healthcare setting. If the testing time is excessive, the instructor has the prerogative to end the exam.
- Retaking a Practical Exam - The student who does not achieve a 78% or better on a practical exam will have the opportunity to take a second exam of similar style and content. During the time between the initial exam and the retake, the student may be asked to complete a Student Success Plan and will be encouraged to work with the instructor, tutor, and/or support personnel to assist in preparing for the retake. Conditions include:
  - In the case of any exam other than the final, the retake must occur **within two weeks of the return of the initial practical exam**.
  - In the case of final exams, the retake must be **within 2 weeks of the end of the term**. In the interim period, the student will carry an Incomplete grade for the course. This grade will only be removed upon successful completion and passing of the retake and course. Failure to retake the practical exam in the allotted time will result in the conversion of the Incomplete to a Failed grade.
  - Students are only allowed to re-take **one practical exam per course**. Upon failure of the second practical exam, the student will receive an “F” for the course and be dismissed from the course.
  - Students are allowed a total of **four practical exam re-takes for the entire program**. Upon failure
of the fifth practical exam, the student will receive an “F” for that course and be dismissed from the program. The student may complete other concurrent coursework, but may not progress to subsequent OTA courses in the curriculum sequence nor continue with any fieldwork courses.

- If the student achieves a 78% or better on the retake exam, s/he may continue in the class/program. The original grade, however, will remain as part of the overall course grade compilation.
- If the student fails to complete the retake before the deadline or does not achieve a 78% or better on the retake, all of the following will hold true: The student will receive an F and is dismissed from the course. The student may complete other concurrent coursework, but may not progress to subsequent OTA courses in the curriculum sequence nor continue with any fieldwork courses. The student must address extenuating circumstances with the instructor in a timely and proactive manner.
- If dismissed, the student will meet with the Program Chair to discuss the circumstances and clarify related policy regarding withdrawal, dismissal and re-entry.
- If a student re-takes a course or re-enters the program after failure, dismissal, withdrawal or inactive status, all previous incidents of failed practical exams remain on the student’s record. Therefore, if re-entering after dismissed for five failed practicals, no further allowances for failed exams is provided and an additional failure results in dismissal. Any exceptions due to extenuating circumstances would be outlined in the Student Success Plan or Dismissal/Re-entry letter.

In the event of a course failure that results in dismissal, a student has the right to appeal as outlined in the Western Student Handbook. Refer to the OTA Program policies regarding Progression/Graduation and Re-entry for further clarification and specifics.
Appendix N

Re-entry Policy

Purpose: In our effort to facilitate student success, the OTA Program recognizes that a student’s academic plans may change or unforeseen events arise that interrupt the planned curriculum path. If a withdrawal or dismissal should occur, the program seeks to support students’ rights and best interests and to guide them in the appropriate options/steps. Policies regarding withdrawal, dismissal and re-entry are implemented across the curriculum to ensure consistency and communication to all students. This policy supports 2011 ACOTE Standards A.3.4, A.3.5, A.3.6, A.3.8, A.3.9, A.4.4, A.4.6, A.4.8, A.4.9, A.4.13 and A.4.14.

Policy: The OTA Program supports and upholds all policies of Western Technical College and the Health and Public Safety Division regarding withdrawal, course repeats and program re-entry (i.e., located in the Western Student Handbook). The OTA Program will ensure ongoing and timely communication to students regarding their academic progress, professional behaviors and factors that may place the student at risk. Unless timing or unforeseen circumstances interfere, each student has the opportunity to utilize academic resources, student services, faculty advisement and/or to develop a Student Success Plan prior to a withdrawal or dismissal. Faculty will seek to advise students on their rights, options, and consequences of decisions and actions regarding their status in the program. In the event that a student withdraws or is dismissed from the program, the Program Chair will outline the circumstances and communicate further steps/options in writing to the student.

Definitions:
Active Status – The student is enrolled in at least one core OTA course per scheduled semester without interruption.
Inactive Status – The student has an interruption of at least one scheduled semester with no OTA core courses; this could be due to Withdrawal, lapse in enrollment or inability to progress in the program due to a grade less than a C (or Withdrawal or unresolved Incomplete grade) that interrupts the curricular sequence (refer to OTA Program policy on Progression and Graduation).
Withdrawal - The student voluntarily decides to drop a course or the program.
Dismissal – The faculty or college staff determine that the student may no longer progress in the course or program due to academic or student conduct reasons. Reasons for dismissal may include:

- A total of three or more non-passing grades (“D”, “F”, or “W”) in program core and/or science courses; results in program dismissal.
- Grade of less than 78% on two practical exams in one course or less that 78% on an allowed retake or failing to schedule a retake; results in course dismissal (refer to OTA Program Examinations Policy).
- Grade of less than 78% on five accumulated practical exams across the program; results in program dismissal (refer to OTA Program Examinations Policy).
- Unexcused absence from assigned Fieldwork site and negligence of the Fieldwork Attendance Policy.
- Lapse in student health record requirements (i.e., TB testing, immunizations, CPR training) that preclude student from attending Fieldwork and cannot be reasonably fulfilled within the assigned timeframe.
- Failure of two Fieldwork courses of any level; results in program dismissal (refer to OTA Program policy on Fieldwork Evaluation and Grades).
- Academic suspension per Western policy; results in program dismissal.
- Actions that significantly endanger patient safety (includes but not limited to, alcohol/drug usage or sexual misconduct); student will be dismissed from the course, program, and/or clinical/fieldwork site immediately.
- Jeopardizing patient confidentiality or clinical/fieldwork or internship relationships.
- Violation of program or facility-specific policies.
- Violation of Western’s Student Code of Conduct; “sanctions may range from referral for counseling support in situations where students need support services to suspension or expulsion from the College in situations where serious violations arise” (refer to the Western Student Handbook section on Student Rights and Responsibilities for full definitions and due process).
- As determined by written agreement in the form of a Student Success Plan or other contract developed between the student and faculty

**Procedures:**

**General**

Students should maintain open communication and seek advisement with the faculty advisor and/or Program Chair if concerns or unexpected needs arise. Faculty will seek to engage the student in active problem-solving and explore decisions further; they may refer students to college services to provide assistance and understand ramifications of actions (e.g., Counseling, ASC, Financial Aid). When appropriate, the faculty can assist the student in developing an alternate curriculum path (e.g., part time) to maintain Active Status in the program in the face of academic, personal, financial or health-related challenges; any alternate plan must follow the pre-determined curriculum sequence and developed with the prior approval of the Program Chair. OTA Program labs, resources or supplies are no longer available to students whose status is inactive for any reason.

**Withdrawal**

If, after thorough advisement and exploration, the student opts to withdraw, the steps and ramifications are:

1. Notify the instructor and OTA Program Chair of the decision to withdraw from a course or the program.
2. Submit an official Drop for the course(s) either online through My Western or in person at the Welcome Center or regional campus.
3. If the student is withdrawing to change to another program at Western, complete the Program Change/Re-entry Form on the Western website under Transfer Opportunities or in person in the Admissions Office.
4. The OTA Program Chair will confirm the student’s decision and inform of program policies for re-entry, sent by email.

Note: If the student does not submit an official Drop from the course(s), the permanent record will reflect a Failing (F) grade; faculty may not drop a student for nonattendance. Withdrawal may affect financial aid eligibility or benefits related to full-time status; the student should consult with appropriate college personnel and refer to the Student Handbook for disclosure of limitations/rights, refund of fees and grade reports related to a Withdrawal. Per college policy: *To maintain a standard in each program, no student is permitted to officially withdraw from school during the last 25% of the semester. A student is not permitted to drop or withdraw from course(s) in which he/she has a pending Student Code of Conduct allegation.*

**Dismissal**

The instructor or OTA Program Chair will inform the student of the dismissal in as immediate and direct manner as possible (i.e., preferably face-to-face or via phone/email if not feasible to meet). The course instructor will enter the official grade, as determined by policy. The OTA Program Chair will offer formal written notification to the student in a dismissal letter, sent by E-mail and/or regular mail;
the letter will include explanation of the reasons for dismissal, related policy and rights, as relevant. If the dismissal occurs from a fieldwork course, the student must vacate the premises and return any records/property to the fieldwork site.

**Course Re-entry**
All required courses, failed or withdrawn from, must be repeated in order for the student to graduate. All repeat courses must be successfully completed prior to completing sequential courses in the program. Students are not allowed to enroll in a course more than twice (i.e., except by appeal to the Dean of Health and Public Safety). Each course drop, withdrawal, or failure counts as a course enrollment. Enrollment into a course a second time (including fieldwork and didactic courses) is based on space availability. The steps are:

1. If already enrolled in ineligible OTA courses, student should withdraw through My Western. If not done, the Associate Dean will direct Admissions to drop the student from the course.
2. If re-entry involves initial OTA core courses, an Intent to Enroll may be needed to ensure space availability.
3. The student must notify the Program Chair of his/her intent for course re-entry in writing (mail or E-mail) at least 90 days prior to the beginning of the semester in which the course occurs.
4. The student must meet with the Program Chair to develop a Student Success Plan prior to the course start date. The Student Success Plan will address the factors contributing to the lack of success and the action plan for the student, which may include the expectations and the time frame for the student to progress.
5. The student must demonstrate continued competence in skills from all Practical Exams in previously completed OTA courses at least 30 days prior to the course start date. This demonstration takes the form of individual or combined Practical Exams, of which all must be passed at a 78% (C) or better.
6. The student shall follow standard processes for course enrollment and re-take the course in full.

**Program Re-entry**
The dismissal letter from the OTA Program will outline steps which the student must adhere to seek re-entry into the program, if eligible. Program re-entry is always dependent on space availability. All college/Division policies for Course Repeat apply to repeated courses required for program re-entry. The basic steps for program re-entry are:

1. Initiate appeal for re-entry to the Dean of Health and Public Safety Division. Write a letter of intent requesting re-entry into the program; the specific instructions for this letter are in the Western Student Handbook in the Academic Information section. The student will be contacted to schedule a meeting with the Dean and will be notified of the Dean’s decision by letter (E-mail or USPS).

If re-entry is granted:

2. The student must notify the Program Chair of his/her intent for program re-entry in writing at the earliest occasion possible; delays in notification may preclude student from fulfilling necessary requisites/remediation prior to the anticipated re-entry date. If re-entry involves initial OTA core courses, an Intent to Enroll may be needed to ensure space availability.

Upon notification, The Program Chair will issue a Re-entry Letter that includes:

3. The timeline by which the student must meet with the Program Chair to develop a Student Success Plan. The Student Success Plan will address the factors contributing to the lack of success and the action plan for the student, which may include the behavior the student is expected to demonstrate and the time frame for the student to progress. Program re-entry plans may also require additional coursework or other methods of remediation.

4. Demonstration of continued competence from all Practical Exams in previously completed OTA courses. This demonstration takes the form of practical and/or written exams, of which all must be passed at a 78% (C) or better. The faculty reserves the right to select representative courses when multiple courses were completed.
Other

- For additional information and circumstances surrounding re-entry into fieldwork courses, please refer to the OTA Program policy on Unfulfilled Fieldwork. All Level II Fieldwork must be completed within 16 months following completion of the didactic portion of the program.
- Since it is tailored to the student’s circumstances, the specifics of the Student Success Plan are derived from and take precedence over general policy (e.g., adjustment of timelines, additional steps, etc.).
- Any alternate curriculum path developed must be by prior approval of the Program Chair and signed by faculty/student prior to the semester in which it is implemented.
- It is recommended that a student who has an Inactive Status for any reason and may want to re-enter in the future, keeps his/her background check and student health record requirements current (e.g., CPR, TB testing, immunizations).
- If a student is granted re-entry to a course or program, coursework must be completed in full (i.e., no credit for past coursework) and s/he is responsible for registration, with its associated financial implications.
- Military Duty – The OTA Program upholds college practices pertaining to students called to active military duty (refer to Veteran’s Information on the Western website for specifics on withdrawal options and the activation checklist). Accordingly, the program will honor the student’s Active Status in the program for up to 6 months following completion of active service (i.e., not dismissed from the program and not required to reapply to the program). The program requests notification of call to duty and effective date of exiting the program. Upon return from duty, the student should notify the Program Chair of intent to re-enter and schedule a meeting to develop a specific plan (i.e., based on timing of return and courses required). As in all situations, program re-entry is always dependent on space availability and demonstration of competencies from Practical Exams in previous OTA courses is expected.
Appendix O

Program Transfer Policy

Purpose: The OTA Program supports students to successfully progress through the program, as evidenced by retention along curriculum path, completion of coursework, and graduation with an Associate of Applied Science degree. All didactic and fieldwork education are driven and sequenced by the program’s mission, curriculum design and program outcomes. When students petition to transfer to or from another OTA Program, a clear process of transition and communication is essential. This policy supports 2011 ACOTE Standards A.3.1, A.3.4, A.3.7, A.3.8, A.3.9, A.4.4 and A.4.8.

Policy: The OTA Program supports and upholds all policies of Western Technical College and the Health and Public Safety Division; the most current information regarding credit for prior education/transfer and transferring credits to another college are in the Western Student Handbook. Students seeking to transfer to another OTA Program are responsible for following the particular admission/transfer requirements of that institution. If seeking transfer to another WTCS OTA Program, the credit transfer is expedited by a state-wide curriculum, although sequencing and pre-requisites may vary. OTA Program faculty at Western may not forward official transcripts or student health records per FERPA regulations. If seeking transfer into the OTA Program at Western, regular procedures for transfer of credits and Intent to Enroll apply, as for any student admitted to the program; the applicant is advised that admission is based on space availability (i.e., priority given to current Western students) and variances in sequencing may delay original curricular path/timeline. Each OTA Program in Wisconsin practices a similar transfer process; this includes a Transfer Recommendation Form from the chair of the exiting program.

Procedure:

Transferring to another OTA Program:
- Follow the requirements of the program to which the student is seeking admission.
- Follow the process for forwarding your official transcript through the Registrar’s Office.
- Consult with student services on the impacts of a transfer (e.g. Financial Aid, Workforce programs, etc.)
- Inform the OTA Program Chair of intent prior to the commencement of the next academic term.
- If the student requests a recommendation to the prospective program, we would share information as described in your Professional Behavior Assessment or any Student Success Plans.
- Return any program property; swipe access to OTA labs will be de-activated.

Transferring in from another OTA Program:
- Complete an application for admission to Western, with all related fees and requirements.
- Complete the Intent to Enroll requirements for the OTA Program on the program’s webpage.
- Request an official transcript from your current/previous institution be sent to the Admissions Office at Western, along with a “request for transfer credit evaluation” form (available online and at the Welcome Center). The student needs to identify specific courses for which credit is sought and include descriptions for the comparable courses at the outgoing institution; sometimes syllabi are required to make the determination and all decisions are made by the Registrar at Western.
- Contact the OTA Program Chair (via email or phone) with at least 60 days advance notice to the term to which the student is seeking admission. Earlier communication facilitates the procedures/options.
- Provide a Transfer Recommendation Form to the Chair of the outgoing program; this is completed and sent confidentially to the OTA Program Chair at Western for consideration.
- If admission requirements are met and space is available, the OTA Program Chair will request an interview to discuss program transition and reasons for transfer; if concerns about academic standing or professional behaviors are communicated, a Student Success Plan may also be developed for remediation and clarity of expectations. Enrollment in OTA courses is based on the established sequence and pre-/co-requisites to ensure integrity of the curriculum design and program outcomes.
- If there has been an interruption of one or more terms in academics, the students will need to pass competency exams at 78% or better for OTA courses already passed. This is to ensure competency level and is consistent with the OTA Re-entry Policy (see OTA Program Student Handbook).
OTA Student Transfer Recommendation Form

The below student has requested to be accepted into the OTA Program at Western with the transfer credits from your OTA program. The form is to be filled out by the OTA Program Chair, primary instructor or student’s program advisor.

Name of Student _____________________________________________________________

College (Transferring from) __________________________________________________

Total semesters student has been enrolled in your classes (include present semester if applicable).

Student signature authorizing recommendation._____________________________________

**Department Chair / Instructor’s evaluation of student:** Please rate student’s current performance in your OTA program. (Circle the appropriate number--(4) = Outstanding, (3) = Above Average, (2) = Average, (1) Below Average/Unacceptable)

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Additional comments to those above: (Please complete. The OTA Program at Western is seeking your input on why this student stands out and should be considered for admission into the OTA core courses at Western. List any strengths or concerns regarding this student, such as academic performance and professional behaviors, that have impacted the student’s performance while in your program.)

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Signature of Department Chair/Instructor __________________________ Date __________

Print Name of Department Chair ____________________________________________

Please return directly to the OTA Program (attn.: OTA Program Chair), Western Technical College, 400 Seventh Street N., P.O Box 0908, La Crosse, WI  54602-0908 to ensure confidentiality or email to KramerL@westerntc.edu
Appendix P

Student Occupational Therapy Association (SOTA) By-Laws

ARTICLE I

NAME

The name of the organization shall be Student Occupational Therapy Association, and it shall be referred to as the club or SOTA throughout these by-laws.

ARTICLE II

PURPOSE

The mission of SOTA is to support the professional growth of the students in the Occupational Therapy Assistant program and to promote OT on campus and in the community.

GOALS:

To achieve our mission statement SOTA will…
- advocate program improvement.
- promote professional participation in organizations (AOTA, WOTA).
- promote recognition of Occupational Therapy at Western and in the community.
- provide representative to WISCOUNCIL and state/national conferences, and Western Student Government.
- provide a means of peer support, networking, and mentoring.
- balance student demands and stress through “fun” social events.

ARTICLE II

MEMBERSHIP

SECTION 1: Eligibility

Membership of SOTA will include all students interested or enrolled in the Occupational Therapy Assistant program at Western Technical College.

SECTION 2: Maintaining Membership

To be recognized as an active SOTA member, the student must:
   a) Attend a minimum of 50% of the scheduled meetings (except those on level II fieldwork).
   b) Participate in a minimum of one fundraising event per year.

Students failing to meet these criteria will receive probationary notice by the officers, and if not corrected, may not use the title of “SOTA member” or receive benefits of the same.
OFFICERS AND THEIR DUTIES

SECTION 1: President

The president’s responsibilities shall be:

a) Set the agenda for and call all club meetings.
b) Assure that information on committee activities is relayed to members and club functions are coordinated.
c) Act as a liaison between the club, advising faculty, and UW-L SOTA president and other partner organizations.

SECTION 2: Vice-president

The duties of the vice-president shall be as follows:

a) Assume the duties of the president in case of absence.
b) Assume any duties delegated by the president.
c) Solicit membership for all committees.

SECTION 3: Secretary

The duties of the secretary shall be as follows:

a) Record and post minutes of all meetings.
b) Act as SOTA liaison to school publications.
c) Assure that meetings and announcements are posted.
d) Maintain correspondence regarding club activities.

SECTION 4: Treasurer

The duties of the treasurer shall be as follows:

a) Keep records of club fundraising activities.
b) Deposit all funds in the Western business office immediately upon receipt.
c) Collect and maintain a ledger of contribution and expenses to club funds.
d) Report status of club treasury to club advisors and members.
e) At the end of the treasurer’s out-going term, in-coming treasurer and faculty advisor will meet to audit the records.

SECTION 5: Student Government Representatives (2 minimum).

The duties are as follows:

a) To attend bi-monthly student government meetings/open forums and vote as representatives of SOTA.
b) To obtain pertinent information and act as liaison to Student Life Office.
c) To assure that student government activities are reported to club members.

SECTION 6: Faculty Advisor(s)

Faculty advisor(s) shall be a faculty member at Western. The role of the advisor(s) shall be as follows:

a) Advise class and officers on all matters.
b) Attend all officers’ meetings.
c) Assist treasurer with record keeping and audit.
d) Represent Western’s interests in all club activities.
e) Cast deciding vote in case of a tie.

SECTION 7: Historian (optional)

The duties of the historian are as follows:
   a) Arrange or appoint means to record all club events.
   b) Keep articles, letters, pictures, etc. in club scrapbook.

SECTION 8: Club Representatives (optional)

Three positions are open for the opportunity to represent SOTA with other professional organizations. These include ASD rep., WOTA student rep., and Wiscouncil rep. The common roles and requirements of each are as follows:
   a) Serve as a liaison between SOTA and designated organizations. This includes correspondence, soliciting votes and opinions, and maintain manuals.
   b) Attending all required meetings/conferences or making other arrangements for representation.

SECTION 8.1: Association of Student Delegates (ASD) representative

The duties are as follows:
   a) Must be an AOTA member.
   b) Meeting requirements may include one annual national conference.

SECTION 8.2: Wisconsin Occupational Therapy Association (WOTA) student representative

The duties are as follows:
   a) Must be a member of WOTA.
   b) Meeting includes one state conference with attendance to the scheduled Student Forum.

SECTION 8.3: Wiscouncil representative

The duties are as follows:
   a) Meetings include up to two day-long meetings/conferences a year.

ARTICLE V

MEETINGS

Meetings shall be held regularly (preferably monthly) at a time not to conflict with class schedules, which may occasionally include evenings. Club officers may call additional meetings as needed for effective planning and communication. Officers, committee members, and advisor(s) should meet/communicate the week preceding scheduled club meeting to set the agenda.
ARTICLE VI

NOMINATIONS, ELECTIONS, AND VACANCIES

SECTION 1: Elections

The elections will be held annually at the end of the fall semester. A simple majority is required for each office. The election can be held by voice vote or ballot, per group consensus. At the end of each term, incoming and outgoing officers will meet a smooth transition for the new term. Student government representative(s) must be voted upon at the beginning of the fall semester. There will be a three month cross over for this position.

SECTION 2: Resignations

Any class officer may resign after consultation with club advisor(s).

SECTION 3: Removal from office

Any officer shall be removed from office for the following reasons:
   a) Violation of the club by-laws.
   b) Violation of college policies outlined in the Western Student Handbook.
   c) Withdrawal from the Occupational Therapy Assistant Program.
Appendix Q

OTA Fieldwork Selection and Scheduling Policy

Purpose: The OTA Program’s mission to support student success and promote excellence in learning extends to Fieldwork (FW) Education. The site selection process is intentional to “reflect the sequence and scope of content in the curriculum design” (C.1.1). This policy supports 2011 ACOTE Standards A.3.9, A.4.14, C.1.1-.19.

Policy: The Academic Fieldwork Coordinator (AFWC) is responsible for selecting and scheduling Level I and Level II FW in collaboration with OTA students to ensure effective preparation for OTA practice.

Student Preparation: OTA students are first introduced to Fieldwork (FW) expectations through program orientation; this information is also available to the public on the program’s webpage in the program handbook. Upon admission, information and policies regarding FW is provided through the OTA Program Student Handbook. In the third term, students complete a survey of their FW priorities and interests; students may view FW site files in 4004 during regular building hours. The AFWC surveys FW partners to identify potential sites for the upcoming academic year. Students who receive accommodations in academics or who anticipate mitigating circumstances are encouraged to proactively discuss the implications for FW with the AFWC; confidentiality is ensured and faculty can provide advisement on communicating needs to potential FWEs.

Selection: The AFWC matches students to FW settings based on the best fit for optimal student learning and exposure to practice areas/populations; this prepares students for generalist entry-level OTA practice and supports professional development. The primary factors considered when selecting FW assignments are the qualifications of the FW site/educator and relevant student educational experiences across a spectrum of practice settings. The AFWC consults with the OTA Program faculty when creating a matrix of students and FW sites (e.g., considerations for student success, logical sequence, balance, etc.); if adequate sites of the appropriate type are not available, the AFWC seeks out additional agreements. Level I and Level II experiences are considered separate rotations that provide unique learning and cannot substitute for one another. Level I and II assignments may include traditional and emerging practice areas; FW education is designed to support students in addressing client-centered and occupation-based holistic OT services.

The AFWC has the responsibility to contact sites and arrange FW experiences/contracts and assign students; students may not contact potential FW educators to arrange FW assignments independently. Student input on preferences, learning styles, past work experiences, and life roles are considered; this should be provided during the period of assigning FW placements. Once sites are confirmed, they will not be changed except for cancellations by the site or a catastrophic event. Students may provide input on requests for potential sites; this does not infer a “reservation” or guarantee of the requested site. If a student refuses to accept an assigned FW placement, a substitute will not be arranged and the student is advised that this is a decision to forgo the FW opportunity and subsequent progression/graduation. Students are responsible for transportation and all related expenses (i.e., travel, housing, living expenses, attire, etc.); distance or finances are not valid reasons to decline or change a FW site assignment. If barriers arise, students are encouraged to seek advisement from faculty/AFWC regarding available resources through Western’s student services. Note: At least one FW experience (Level I or II) must have a focus in psychosocial factors that affect occupational performance.
**Scheduling:** Level I is scheduled in the fourth term for 2 consecutive weeks at approximately midterm. Level I assignments are full time, per the schedule of the FW site; part time options are not available as the FW rotation is scheduled within the regular term.

Level II is scheduled in the fifth term; each rotation is scheduled consecutively (without breaks) and extends beyond the academic trimester term to meet the 16-week requirement. The typical model is 2 full-time, 8 week rotations at separate sites. An alternative is a rotation at 1 site for 16 weeks; with this model, the assignment must be comprehensive to reflect at least two practice areas. Scheduling of 3 separate sites within the 16 weeks is restricted to specific needs that arise, based on FW site availability and demand; however, this is not the standard practice of the OTA program. Based on reasonable accommodations for special circumstances, a level II FW rotation may be scheduled on a part time basis (i.e. no less than 50% full time equivalent); this option would extend the length of FW to meet required hours. Any variation of scheduling is pre-arranged with the AFWC and FW site. The FW site has the prerogative to determine adjusted scheduling dates to ensure competencies and the timeframe are met (e.g., start earlier at school system to accommodate their spring break).

If a Level II is arranged at a non-traditional or emerging practice site, at which there are no OT services, the AFWC will collaborate closely with the site/student to ensure appropriate scheduling; this will include a documented plan for OT supervision by qualified personnel. The OTA program at Western does not contract or schedule FW experiences outside of the United States.

If a circumstance arises that is anticipated to impact normal scheduling and completion of FW (e.g., military duty, maternity leave, major injury/illness, family demands), the student should consult with the AFWC as soon as possible to identify options. Alternate schedules are based on FW site and OTA Program faculty availability and the same time/assignment requirements must be fulfilled; the specific parameters will be documented in a Student Success Plan. If the interruption was due to a medical concern, the site/college may require a written release from a healthcare provider to return to FW. If an entire FW rotation is to be rescheduled, this is also based on availability and would be arranged when OTA Program courses are in session; all Level II FW must be completed within 16 months following completion of the didactic portion of the program.

**Related Records and Documentation:** FW files in 4004 are available for student review; files include the FW Data Form, Student Evaluation(s) of FW Experience, Site-specific Objectives and documents submitted by the site. FW policies are in the student handbook and the FW Manual is posted on Blackboard for FW courses. The AFWC coordinates official contracts between the program and the FW site. This document spells out the rights/responsibilities of the college, FW site and student. The AFWC communicates site-specific requirements to students. Signed electronic copies of the Agreements are filed at the Division office and stored on a secured shared drive accessible by Western staff/faculty.

Since student health records and National Background Check are considered confidential, they are maintained by the student using your CastleBranch account. If a site requires direct documentation of student health records or a copy of the background check, you will be requested to provide copies to your facility. Proof of current immunizations, TB testing and CPR certification must be uploaded to your account prior to FW; some sites also require influenza vaccination records. To fulfill Division and contract requirements, all students must complete the designated Health and Safety Training modules prior to Level I FW; documentation of completion must be submitted to the AFWC.
Appendix R

Fieldwork Attendance Policy

LEVEL I
Student assignment is for 80 hours over a 10 day period at one or two sites. Specific scheduling is based on services/caseloads at the FW sites; students will be informed of the schedule in advance.

LEVEL II
Students are assigned for 8 weeks full-time at two (2) separate sites to fulfill ACOTE Standards (i.e., 320 hours per rotation to meet WTCS credit requirements). Each rotation is scheduled consecutively (without breaks) and extends beyond the academic trimester term to meet the 16-week requirement; variances in the academic calendar will be communicated in advance.

Specific hours/days follow site schedules. Additional participation hours may not be used to modify hours at a current or subsequent rotation. Optional opportunities (e.g., workshop) are not included in FW hours. Students and FWEs should contact the AFWC with any questions about requirements.

Attendance of the entire Fieldwork rotation is mandatory!
Students are expected to fulfill all hours. Make-up of any missed time must be coordinated between the Fieldwork Educator (FWE) and the student; the student is responsible for keeping the Academic Fieldwork Coordinator (AFWC) informed of all changes in the schedule. In the event of any absence, the student must contact both the FWE and AFWC before the start of the scheduled day; failure to do so constitutes an Unexcused absence. The Fieldwork schedule does not necessarily coincide with the Western academic calendar; when there is a discrepancy, the Fieldwork site schedule has priority.

Excused absence:
• The facility is closed
• The Fieldwork Educator or site cancel the hours
This absence may not have to be made up if it is nominal and/or does not fit the site’s schedule. The FWE or AFWC may exercise the prerogative to expect that the absence be made up in full to ensure achievement of Fieldwork/site objectives and competencies.

Temporarily Excused absence:
• Valid personal/family illness, injury, emergencies
• Bereavement leave (e.g., consistent with site or Western employee guidelines)
• Inclement weather
• Civic or military duty
• Mandatory religious observations
• Other situations deemed acceptable by FWE and AFWC for which hours can be adjusted with planned, reasonable accommodation (e.g., childbirth, surgery, etc.).

Hours/expectations missed for Temporarily Excused absences must be made up in full. Absences due to reasons other than those listed above are considered Unexcused (e.g., vacation, personal day, employment). The AFWC will contact the student for notice and remediation for non-adherence. Unexcused absences, habitual tardiness, or failure to follow policy is grounds for dismissal from Fieldwork. This policy supports 2011 ACOTE Standards A.3.5, A.3.9, A.4.4, A.4.9, A.4.13., A.4.14, C.1.10 and C.1.13, as well as Western’s Non-emergent Excused Absence Policy.
Appendix S

HPS Clinical Policies

Disclosure of Possible Bar from Clinical* Experiences Policy

Students applying to Health and Public Safety Division programs with an arrest (with charge pending) and/or a conviction as noted in the Department of Justice record may be barred from engaging in the required clinical placements. Failure to disclose an arrest (with charge pending) and/or a conviction that subsequently appears on the Department of Justice record may also bar the student from clinical placements. It is the clinical sites’ prerogative to accept or deny clinical rotations to students with an arrest (with charge pending) and/or a conviction.

It is the student’s responsibility to inform the program and/or college of any changes in his/her criminal history during the course of his/her education.

It is the policy of the Health and Public Safety Division to notify a student with an arrest (with charge pending) and/or a conviction that s/he may not be able to complete the required clinical experiences to earn a degree. The student shall be required to read and sign the Disclosure of Possible Bar from Clinical Experiences waiver.

PROCEDURE:

1. If a student has a positive Department of Justice Record, the Program Head or the authorized school representative will contact two clinical sites used by the program.
2. The Program Head or designee will meet with the student to discuss the results of the contact. The student will be advised as to his/her options.
3. It will be the student's decision as to whether or not he/she will begin/continue in the program.
4. The student and Program Head will sign the Disclosure of Possible Bar from Clinical Experiences waiver.

If the student chooses to begin/continue his/her education, the student is not guaranteed a clinical site can be obtained. For each clinical rotation, the program will contact up to two clinical sites that meet the program competencies. If the site(s) deny the student for clinical education based upon the results of the background check, the student cannot continue with the clinical education portion of the program or subsequent courses in which clinical education is a prerequisite. Acceptance for clinical placement during one rotation does not guarantee subsequent clinical placements.

*For clarification purposes, the term “clinical” can be used interchangeably with the terms “internship”, “practicum” or “fieldwork”.

Immune Status Impact on Clinical* Experiences Policy

Students applying to Health and Public Safety Division programs which have clinical agreements with outside agencies which require students to demonstrate evidence of immunity to specific diseases may be barred from engaging in the required clinical placements. It is the clinical sites’ prerogative to accept or deny clinical rotations to students who are unable to demonstrate immunity to specific diseases.
It is the policy of the Health and Public Safety Division to notify a student who is unable to demonstrate evidence of immunity to specific diseases that s/he may not be able to complete the required clinical experiences to earn a degree. The student shall be required to read and sign the *Immune Status Impact on Clinical Experiences* waiver.

**PROCEDURE:**

1. If a student declines to demonstrate evidence of immunity via immunizations or titre demonstration, the Program Head or the authorized school representative will contact two clinical sites used by the program inquiring as to the student’s eligibility for clinical assignment at the sites.
2. The Program Head or designee will meet with the student to discuss the results of the inquiries. The student will be advised as to his/her options.
3. It will be the student’s decision as to whether or not he/she will begin/continue in the program.
4. The student and Program Head will sign the *Immune Status Impact on Clinical Experiences* waiver.

If the student chooses to begin/continue his/her education, the student is not guaranteed a clinical site can be obtained. For each clinical rotation, the program will contact up to two clinical sites that meet the program competencies. If the site(s) deny the student for clinical education based on immune status, the student cannot continue with the clinical education portion of the program or subsequent courses in which clinical education is a prerequisite. Acceptance for clinical placement during one rotation does not guarantee subsequent clinical placements.

*For clarification purposes, the term “clinical” can be used interchangeable with the terms “internship”, “practicum” or “fieldwork”.*

**Health and Public Safety Division Body Art or Piercing Policy**

In the Health & Public Safety Division, a student may display no body art or piercing that might be considered offensive. Most employment settings have policies that are generally broad; however, they do reserve the right to deny employment and student clinical/practicum/fieldwork placement if body art or piercings are found to be offensive to those in that setting. The wearing and displaying of jewelry in the health care or public safety setting is generally limited to wrist watches and wedding rings or small non-dangling earrings. The purpose of this limitation is related to infection control, safety and public perception of the employees while they are on duty. Education programs (Early Childhood Ed, Foundation of Teacher Education), or Human Services Associate programs may allow additional wearing of jewelry as outlined within the program’s practicum or fieldwork handbook or guidelines.

If a Western student has significant visible body art and/or piercings, we are unable to guarantee that the student will be able to be placed for the multiple clinical/practicum/fieldwork experiences that most programs require. You may be asked to cover the body art with clothing or dressings or remove the piercings in order to complete your rotation. If your program has a more restrictive policy on body art or piercings, it will be enforced. It is your decision whether or not to enter the program based on the uncertainty of being accepted at those sites.

**Influenza Vaccine or Immunization Refusal Policy**

Health and Public Safety Division have clinical agreements with outside agencies who require students to demonstrate evidence of immunity, or vaccination to specific diseases. If a student does not
comply with this requirement, they may be required to wear a mask at all times when at the agency, or they may be denied from clinical placements. It is the clinical sites’ prerogative to deny students who are unable to demonstrate immunity, or vaccination status. Being denied a clinical rotation may result in failure of the course. Should an outbreak occur, students without verified Influenza Vaccination may be immediately denied clinical access which would result in failure of the course.

**PROCEDURE:**

1. Program clinical coordinators will collect verification of Influenza Vaccine status.
2. If a student declines to demonstrate evidence of vaccination, or immunity status, the Program Chair or the authorized school representative will contact clinical sites used by the program inquiring as to the student’s eligibility for clinical placement.
3. If the clinical site denies the student placement at the clinical site, the student may not attend the rotations, and will fail the course.

If the site denies the student for clinical education based on immune status, or vaccination status, the student cannot continue with the clinical education portion of the program or subsequent courses in which clinical education is a pre/co-requisite. Acceptance for clinical placement during one rotation does not guarantee subsequent clinical placements.

*For clarification purposes, the term “clinical” can be used interchangeable with the terms “internship”, “practicum” or “fieldwork”.

Revised June 2014 don
Appendix T

OTA Fieldwork Evaluation and Grades Policy

Purpose: Level I and II Fieldwork experiences provide an integral and contextual component to the OTA Program curriculum. Fieldwork supports the program’s mission to “prepare students as entry level practitioners through a competency-based education, collaborative efforts and community partnerships”. Evaluation methods reflect a performance-based model consistent with Program Outcomes and course competencies; the increased complexity and accountability operationalizes a spiral curriculum design. Determination of final grades shall be consistently applied across all Fieldwork sites/experiences. This policy supports 2011 ACOTE Standards A.3.5, A.3.6, A.3.7, A.3.9, A.4.4, A.4.6, A.4.9, A.4.13, C.1.3, C.1.10, C.1.15, and C.1.18

Evaluation Methods

The intent of evaluating Fieldwork (FW) performance is to ensure competency of students’ abilities and serve as a tool for professional growth. Ongoing evaluation may include observation, feedback, supervisory sessions, competency checks, site visits by program faculty/Academic Fieldwork Coordinator (AFWC), consultation, etc. Designated evaluation tools are used for final report of performance; for Level II FW experiences, the same tool is used at the midterm point to provide measurable data and feedback to the student and assist with goal planning for the remainder of the FW assignment. The approved evaluations are:

<table>
<thead>
<tr>
<th>Level</th>
<th>Level I Fieldwork Student Evaluation</th>
<th>© Philadelphia Region Fieldwork Consortium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level II</td>
<td>AOTA Fieldwork Performance Evaluation for OTA Students</td>
<td>© AOTA, 2002</td>
</tr>
</tbody>
</table>

These tools were selected based on their connection to course competencies, standardization, ease of administration and widely accepted use in OT/OTA education programs. The AOTA Fieldwork Performance Evaluation for OTA Students is recommended by AOTA for Level II Fieldwork.

Roles and Responsibilities

The student maintains a central role in ensuring his/her own skill level and communicating to the Fieldwork Educator (FWE) on all matters related to performance and competency. The student shall be apprised of the evaluation methods implemented in the OTA Program (i.e., copy provided in class or online) and participate actively in the process (e.g., completing a self-assessment, setting goals for personal and professional growth, seeking and utilizing feedback, etc.).

Both the FWE and the Program ensure that the evaluation process occurs in a timely and effective manner through timelines and due dates. Ongoing evaluation methods are determined by the FWE based on the nature of the setting, population, student needs, etc. A minimum of one direct contact (i.e., on-site visit, phone or email) is conducted by program faculty/AFWC with the site during the student’s assignment to assess performance, solicit feedback, provide consultation and ensure appropriate expectations/supervision. Site visits are documented on the Fieldwork Observation Form, discussed and validated with the student.

Formal evaluation tools are selected and obtained by the Program and provided to the FWE; the faculty/AFWC will provide any needed training, resources or support for the appropriate use of the evaluation tools. The FWE completes the evaluation form, either alone or in collaboration with co-supervisors and/or team members; it is the FWE who determines the scored rating and documents comments/summaries. The FWE meets with the student to communicate results of the evaluation and
submits the completed form to the Program. It then becomes the responsibility of the Program to review the evaluation form, contact the FWE with questions and assign the P/F grade for FW or FW component of a connected course.

**Grading Criteria**

*Level I Fieldwork*

The fieldwork component is tied to an accompanying course. The final letter grade reflects course requirements and a Pass rating for the FW component; the score of the evaluation will not be calculated in the letter grade of the course, but a pass rate must be achieved to pass the course.

The Level I Fieldwork Student Evaluation is comprised of 12 items, with a total maximum score of 110 points, with emphasis on professional behaviors and beginning clinical skills. Passing is determined by minimum competencies of no more than one item scored below “2” and no more than two items scored below “3” on a scale of 1-5; final determination of a Pass is dependent on FWE/faculty observations and professional judgment (i.e., referencing applicable sources including the AOTA Code of Ethics, Standards of Practice, Program Outcomes, etc.).

The Level I Fieldwork course must be passed with a letter grade of C or better AND a passing score on the Level I Fieldwork Student Evaluation. In the event that a student does not meet the stated criteria, a Fail grade will be given.

*Level II Fieldwork*

Fieldwork Level II A and Fieldwork Level II B are separate courses and the final grade is given as a Pass/Fail. The AOTA Fieldwork Performance Evaluation Form is comprised of 25 items, with a total of 100 points. A minimum expectation for passing is set by AOTA at 70 points at Final; as they are judged to be crucial to practice, items 1-3 must be demonstrated at a score of 3 or better on the final evaluation in order to pass FW. If there is any discrepancy between the numerical score and other sources of student assessment or if the Program has any question about the results, the faculty/AFWC will contact the FWE immediately for discussion and clarification. The faculty/AFWC reserve final judgment as to the final Pass/Fail grade.

**Due Process**

The student shall keep informed of course objectives, evaluation methods and program policy; those determined by the Program are outlined in each course’s syllabus and the OTA Program Student Handbook. FWEs tailor the objectives to fit the needs of the population/site, and the student should be informed of the objectives during orientation. The student assumes an active role in his/her learning, which includes the evaluation process. If the student has questions/concerns, these should be first directed to the FWE promptly for clarification. If the student encounters continued concerns or barriers to this collaboration, or if the student desires support in communicating to the FWE, the student shall next contact Program faculty or the AFWC. It is presumed that effective communication will decrease ambiguities and misinformation, thus promoting an effective evaluation process to occur.

If, at the final evaluation, the student disagrees with the report, the student may attach an addendum to the evaluation form, outlining his/her concerns; this should be discussed with the FWE and signed by both parties before the form is submitted. The AFWC will then contact both parties upon receipt of the form to determine the circumstances. If the student feels that the matters are sensitive, confidential or direct discussion with the FWE is not feasible, the student may request to review the results of the evaluation. A request for review needs be in writing and received by the ACFW within 10 days of the final evaluation. The AFWC will meet with all concerned, informed parties to determine a final grade. If the student does not receive satisfactory resolution, he/she may appeal, following the processes outlined in the Grade Appeals Procedure of the Western Student Handbook.
Failure

- In the event that a student fails any Level I or Level II FW assignment, performance will be reflected in the final grade. Only one repeat of a FW rotation will be permitted, given availability of FW sites and ACFW resources.
- The student must follow procedures outlines in the Re-entry Policy and the Unfulfilled Fieldwork Policy if repeat of a fieldwork course is sought for progression and graduation. All repeat courses must be successfully completed prior to completing sequential courses. All Level II Fieldwork must be completed within 16 months following completion of the didactic portion of the program.
- In the event of a second FW failure, or if a FW failure (i.e. Level I or Level II inclusive) is the third incident of a course of below C, the student will be dismissed from the program. Procedures for seeking re-entry into the program are outlined in the OTA Program Re-entry Policy.
Appendix U

Unfulfilled Fieldwork Policy

**Purpose:** It is the aim of the OTA Program to promote student success and retention in all phases of the curriculum. We recognize that events may occur that preclude a student from fulfilling fieldwork assignments as planned. We further recognize the need to honor contracts with affiliating agencies and ensure stakeholder satisfaction. *This policy supports 2011 ACOTE Standards A.3.5, A.3.8, A.3.9, A.4.4, A.4.6, A.4.8, A.4.9, A.4.11, A.4.13, A.4.14, C.1.3, C.1.10, C.1.11 and C.1.18.*

**Policy:** This document outlines a framework for decision-making and to delineate the responsibility of all parties in the event of unfulfilled FW.

<table>
<thead>
<tr>
<th>Status</th>
<th>Definition</th>
<th>Procedures</th>
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| Withdrawal        | Student unable to fulfill assignment due to a change in the student’s circumstances or unforeseeable events. This may include, but is not limited to: illness/injury, call to active military duty, family or other personal demands, re-evaluation of “best fit” as a potential OTA. (Note: Western protocol must be followed through Enrollment Services to claim a full military or medical Withdrawal.) | 1. The student communicates the need/option to Withdraw to both the FWE and AFWC; this can be done at any point in the scheduled FW.  
2. The student may seek advisement with the AFWC, faculty and/or FWE to discuss the decision; the student may be referred to college services to provide assistance and understand ramifications of actions (e.g., Counseling, ASC, Financial Aid).  
3. The student submits an official Drop for the course(s) either online through My Western or in person at the Welcome Center or regional campus.  
4. The OTA Program Chair will confirm the student’s decision and inform of potential re-entry procedures in the form of a letter, sent by email and/or regular mail. *Refer to the OTA Program Re-entry Policy for conditions related to Withdrawal.*  |
| Site Cancellation | Student unable to fulfill assignment when the site is unable to accommodate student due to extenuating circumstances; this may occur prior or during an assigned FW rotation.  
*Note: on rare occasion, the AFWC/Program Chair may determine that the current circumstances at the site do not support educational goals or student success; in this event, the OTA Program may cancel the Fieldwork rotation; the same procedures described in this section would apply.* | 1. The site communicates the cancellation to the AFWC, who then informs the student.  
2. The AFWC will make every attempt to arrange an alternate FW opportunity/schedule at a comparable site, contingent upon availability of sites/contracts. This will be arranged as soon as feasible, adhering as closely to the student’s curriculum path as possible. Length of time to fulfill will be at the discretion of the AFWC, factoring in all circumstances (e.g., amount of time completed, transferability of competencies, nature of caseload/setting, etc.).  
3. If the re-scheduled FW rotation extends past the end of the term, an Incomplete grade will be entered into the student’s progress report; when the FW is successfully completed, a change of grade will be submitted by the AFWC or Program Chair.  
4. If re-scheduling of FW results in a lapse of enrollment, the student shall retain their Active Status in the Program. The AFWC/Program Chair will work with the student and Enrollment Services to arrive at the best arrangements for course enrollment and progression, based on the particular factors; conditions and plans will be documented on a Student Success Plan (i.e., to include measures to ensure retention of knowledge and competencies, in the event of an extended interruption).* |
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<th>Procedures</th>
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<td>Dismissal</td>
<td>A) Student is dismissed by the site for gross misconduct, incompetence or major safety infraction and determined unable to return. OR B) Student is dismissed by AFWC or Program Chair due to actions that significantly endanger patient safety or violate Western’s Student Code of Conduct. OR C) Lapse in student health record requirements (i.e., TB testing, immunizations, CPR training, BID) that preclude student from attending Fieldwork and cannot be reasonably fulfilled within the assigned timeframe. OR D) Unexcused absence from assigned Fieldwork site and negligence of the Fieldwork Attendance Policy. OR E) Failure to fulfill specified written agreements in the form of a Student Success Plan or other contract developed between the student and faculty and/or FWE. OR F) Student independently terminates FW without involvement of AFWC or Program Chair. OR G) Background check is not kept current, student does not disclose arrests/convictions or has arrests/convictions that bar him/her from fieldwork.</td>
<td>Prior to consideration of dismissal, the AFWC and/or Program Chair will communicate with the FWE/student and/or visit the site to assess the situation. If the student’s performance is at risk, the Program will take steps to support each party’s needs, educate and remediate. A Student Success Plan may be initiated, in collaboration with the student and FWE; the plan will outline the responsibilities, steps and timeframes for successful completion of FW. The Plan will include clear consequences for unacceptable performance and/or behavior. 1. For circumstances that warrant immediate, on-site action, the FWE and site administration retain the right to dismiss a student from the premises for reasons of misconduct, incompetence or endangerment. The student’s return to the FW assignment is contingent on full clearance/approval of FWE and AFWC (e.g., internal site procedures, investigation, implementation of Western policies, etc.). 2. The AFWC or Program Chair will engage in active and timely communication with the FWE and student regarding potential matters of dismissal. Once the facts are determined and OTA Program faculty has opportunity to consult seek advisement, a decision about Dismissal will be reached and communicated immediately to all parties. The final decision to terminate the FW assignment rests with the AFWC and/or Program Chair. If dismissed, the student must vacate the premises and return any records/property to the fieldwork site. 3. The AFWC will enter a grade of F (Fail) on the student’s progress report. The student has the right to appeal a grade per Western’s Grade Appeals Procedure, petition for re-entry per the OTA Program Re-entry Policy and/or file a concern per Western’s Student Grievance Procedure. 4. If the Dismissal results in a program dismissal, the OTA Program Chair or Division administration will offer formal written notification to the student in a dismissal letter, sent by email and/or regular mail; the letter will include explanation of the reasons for dismissal, related policy and rights, and appropriate re-entry procedures if relevant. 5. If the Dismissal does not result in a program dismissal, the student will be required to meet with OTA Program faculty BEFORE progressing in any further OTA coursework. The decision to progress is at the discretion of the Program and Division, and, if so decided, will necessitate a specific Student Success Plan to guide subsequent coursework and professional behavior expectations. Actions that significantly endanger patient safety or violate the Student Code of Conduct may also result in Program dismissal. The student’s neglect or refusal to engage in the inquiry process may also result in Program dismissal.</td>
</tr>
<tr>
<td>Status</td>
<td>Definitions</td>
<td>Procedures</td>
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| Failure| Student does not meet competency criteria at a passing rate at the time of Final evaluation (refer to the OTA Program Fieldwork Evaluation and Grades Policy) | 1. When a student reaches the Final evaluation period, the FWE will complete the FW performance evaluation to document level of competence. The FWE may consult with the AFWC during the evaluation process regarding interpretation of items for scoring.  
2. The AFWC will use the completed evaluation to assign the final grade. If there is any discrepancy between the numerical score and other sources of student assessment or if the Program has any question about the results, the AFWC will contact the FWE immediately for discussion and clarification. The faculty/AFWC reserve final judgment as to the final grade.  
3. The AFWC will enter a grade of F (Fail) on the student’s progress report. The student has the right to appeal a grade per Western’s Grade Appeals Procedure, petition for re-entry per the OTA Program Re-entry Policy and/or file a concern per Western’s Student Grievance Procedure.  
4. If the Failure results in a program dismissal, the OTA Program Chair or Division administration will offer formal written notification to the student, sent by email and/or regular mail; the notice will include explanation of the reasons for dismissal, related policy and rights, and appropriate re-entry procedures if relevant.  
5. If the Failure does not result in a program dismissal, the student will be required to meet with OTA Program faculty BEFORE progressing in any further OTA coursework. The decision to progress is at the discretion of the Program/Division, and, if so decided, will necessitate a specific Student Success Plan to guide subsequent coursework and professional behavior expectations. |

**Related parameters:**
Withdrawal, Incomplete or a below-C grade in any OTA course precludes a student from enrolling in any subsequent courses for which it is a pre/co-requisite. Therefore, if Level I FW requirements are not met, the student may not proceed to Level II FW. Accordingly, if Level II A FW rotation requirements are not met, the student may not proceed to Level II B FW rotation. The circumstances for the Dismissal/Failure (as determined by the OTA Program faculty) and specifics of the Student Success Plan would determine student’s ability to continue with a subsequent FW placement. Related program policies for progression, retention and re-entry apply to FW courses. *Only one repeat of a FW course will be permitted. In the event of a second F (Fail) grade for a FW course, the student will be dismissed from the program. If a FW failure is the third incident of a course of below C, the student will be dismissed from the program. All Level II FW must be completed within 16 months following completion of the didactic portion of the program.*

**Key:**
- FW – fieldwork  
- FWE – fieldwork educator (on site)  
- AFWC- academic fieldwork coordinator (at college)

**Program – OTA Program**

**Division – Division of Health and Public Safety**
Appendix V

Professional Organizations and Regulatory Agencies

American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
(301) 652-6611
www.aota.org

Wisconsin Occupational Therapy Association (WOTA)
16 N. Carroll St., Suite 600
Madison, WI 53703
(608) 819-2317
www.wota.net

Accreditation Council for Occupational Therapy Education (ACOTE)
c/o Accreditation Department
American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
(301) 652-2682.
www.acoteonline.org

National Board for Certification in Occupational Therapy (NBCOT)
One Bank Street
Suite 300
Gaithersburg, MD 20878
(301) 990-7979
www.nbcot.org

State of Wisconsin - Department of Safety and Professional Services (DSPS licensing)
4822 Madison Yards Way
Madison, WI 53705
(608) 266-2112 or (877) 617-1565
www.dspswi.gov
Appendix W

OTA Student Handbook Acknowledgement Form

My signature below affirms that:

- I have received and read the OTA Program Handbook.
- I understand the terms and expectations of the Handbook.
- I have been provided with opportunity to discuss and ask questions about the Handbook.
- I may seek further clarification regarding the Handbook from the faculty throughout enrollment in the program.
- I will maintain a copy of the Handbook as a guide for this program and include revisions and updates as provided.
- I understand that a current, electronic copy of the Handbook will also be available online.
- I agree to abide by the policies and requirements as set forth in the OTA Student Handbook. This includes policies of the OTA Program, Division of Health and Public Safety, Western Technical College and the Health Science Center.
- I understand that policies developed for the Program, Division and College extend to all educational locations and that “campus” is comprehensive to include community and fieldwork sites, as well as student organization activities.

Student Name: (Please Print): ______________________________________________________

Student Signature: _______________________________________________________________

Date: __________________________