# Bachelor of Science in Occupational Therapy Assistant with a Minor in Health Services Administration

**Approvals:**

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**Program Director**



WEBBER International University

# Bachelor of Science in Occupational Therapy Assistant with a Minor in Health Services Administration
# Student Handbook

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## INTRODUCTION

The Bachelor of Science in Occupational Therapy Assistant with a Minor in Health Services Administration (BSOTA) Program Administrative Manual serves as a reference for students and academic and clinical faculty members of the BSOTA Program at Webber International University. Essential information on policies, procedures, and requirements relevant to academic and clinical education of occupational therapy assistant students is outlined in this manual. The Webber International University website and/or online catalog should also be consulted for program information as well as current college policies and procedures.

The BSOTA Program reserves the right and the responsibility to make changes in its policies and procedures to maintain a quality educational program. As such, the manual is reviewed and revised on an annual basis by the program faculty (core, adjunct, and clinical). Inputs from college administrators and staff, the Program Advisory Committee, program faculty, students, and consumers are considered when making such updates. When changes are made after the initial publication of each academic year's manual, college administrators and students will be notified of the updates. An updated electronic copy of revised section/s of the manual will be provided via e-mail.

### OCCUPATIONAL THERAPY AS A CAREER

The goal of occupational therapy is to help people across the lifespan participate in the things that they want and need to do through the therapeutic use of everyday activities (occupations). Common occupational therapy interventions include helping children with disabilities to participate fully in school and social situations, helping people recovering from injury to regain skills, and providing supports for older adults experiencing physical and cognitive changes (AOTA, 2014).

### ROLE OF THE OCCUPATIONAL THERAPY ASSISTANT

The Occupational Therapy Assistant (OTA) works under the supervision of an occupational therapist. The OTA teaches individuals with emotional, developmental, and/or physical disabilities new methods or techniques to perform daily activities, and adapts the environment, and/or tasks to maximize independent functioning. "Occupation" (purposeful activity) is used as a means of preventing, reducing, and/or overcoming physical, social, and emotional disabilities in people of all ages.

The field of occupational therapy is dynamic and challenging. Shifts in health care delivery systems, specialization, autonomy of practice, and content of educational programs are contributing to continued growth and change in the field. With the foundation gained in the program, graduates have the preparation to successfully pursue licensure as occupational therapy assistants and contribute positively to the health care profession. Occupational therapy assistants are currently in demand in the health care system across the country, and graduation

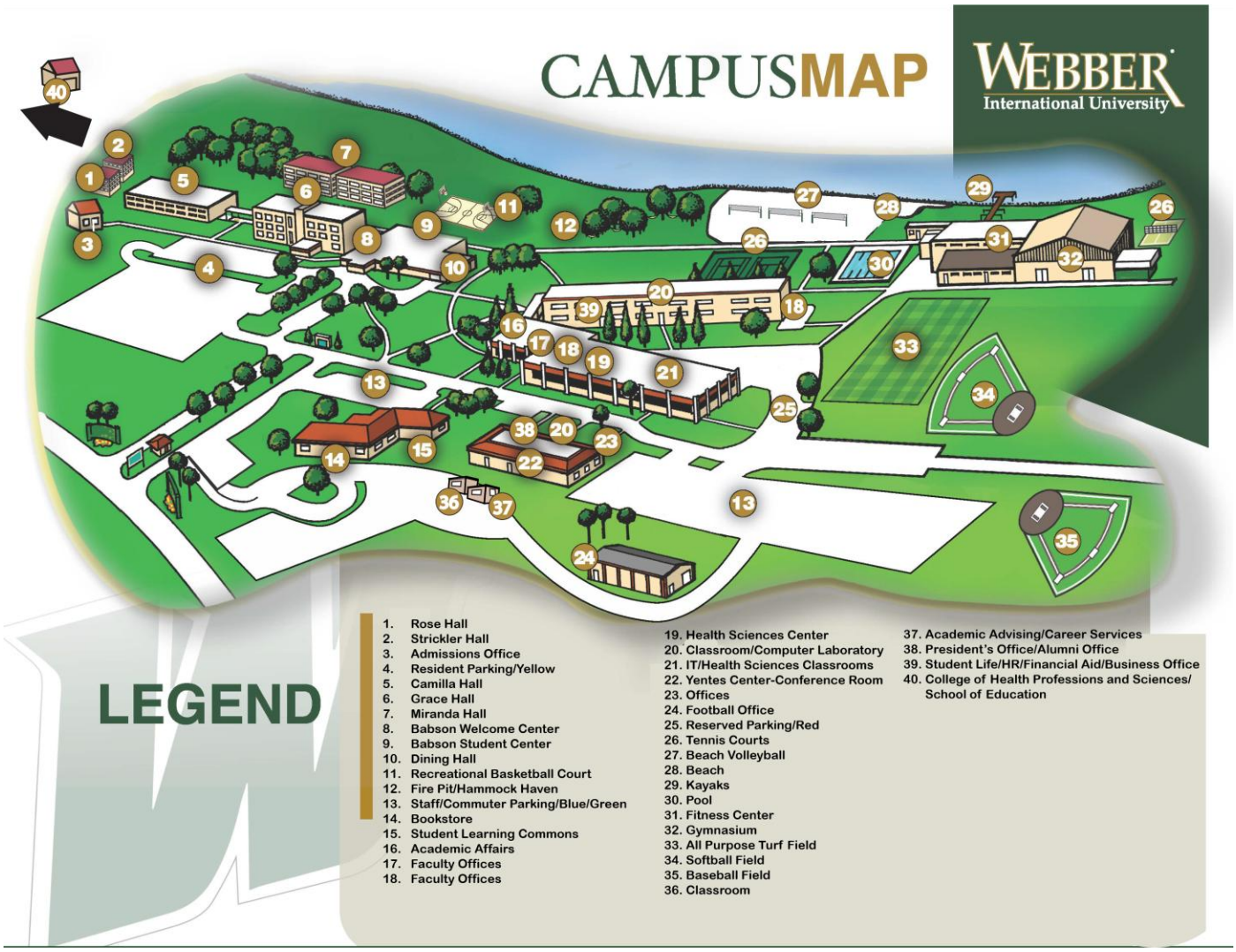
from the occupational therapy assistant program will provide students with varied career opportunities.

## SECTION 1: ABOUT THE PROGRAM

- The Bachelor of Science in Occupational Therapy Assistant with a Minor in Health Services Administration (BSOTA) Program at Webber International University was initiated in 2018.

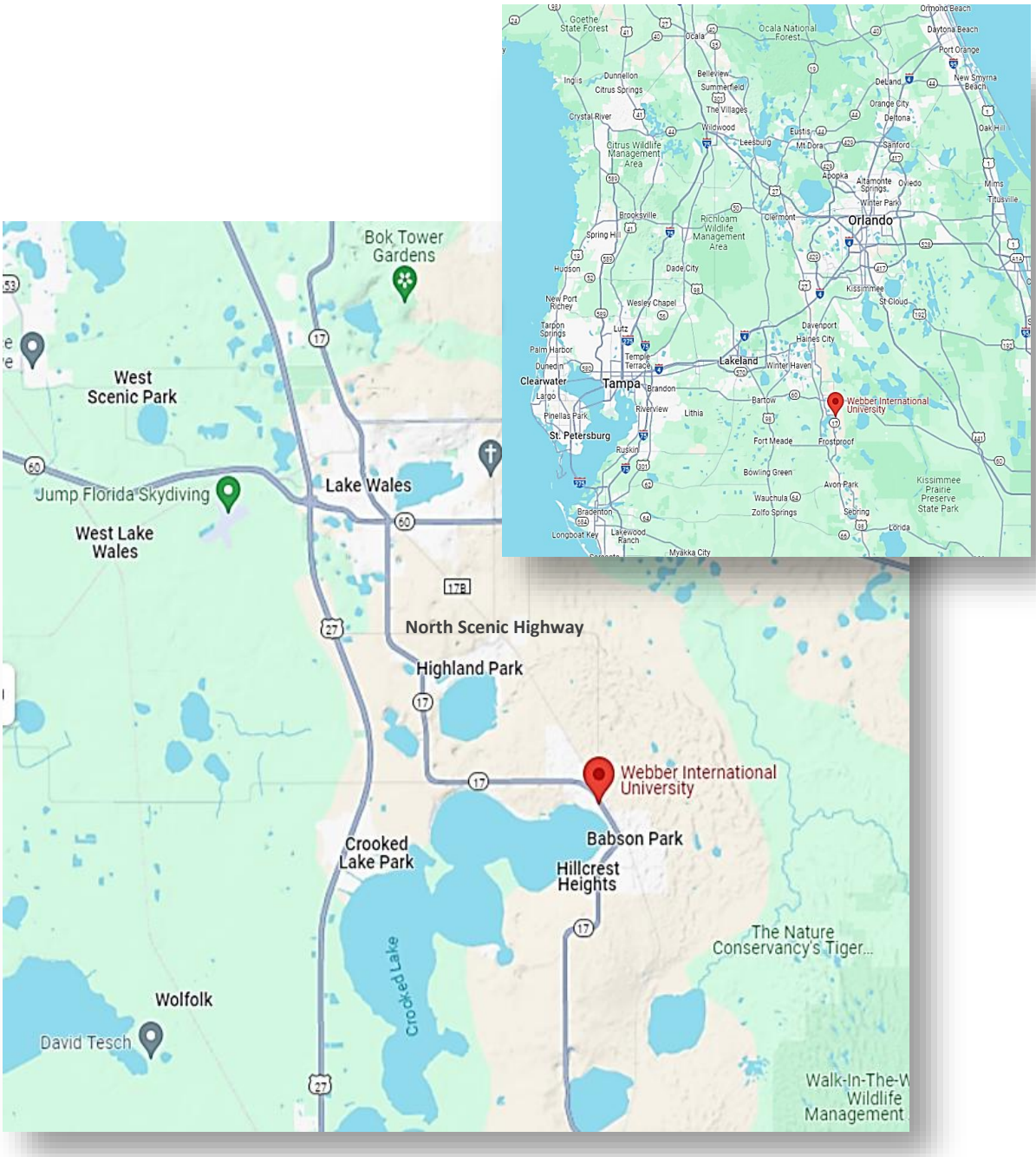
- The first class will graduate in May 2025.

- The OTA Program is located in the Health Sciences Center on the main campus of Webber International university across from the Learning Commons building (see map).



**PROGRAM LOCATION**

Webber International University is located at 1201 North Scenic Hwy Babson Park, FL 33827

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## SECTION 2: INSTITUTIONAL DESCRIPTION

### ACCREDITATION STATUS

Webber International University, a private, not-for-profit, independent university, is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate's, bachelor's, and master's degrees. Questions about the accreditation of Webber International University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on the SACSCOC website (www.sacscoc.org).

### MISSION STATEMENT

The University's mission is to offer students an array of business, liberal arts and sciences, and pre-professional programs of study that create a life transforming educational opportunity which is practical in its application, global in its scope, and multi-disciplinary in its general education core. Students will acquire depth of knowledge and expertise in their chosen field of study, balanced by breadth of knowledge across various disciplines, while pursuing a degree at associate, bachelor, or master level. Special emphasis is placed on enhancing oral and written communication, and critical thinking skills. The international quality of the student body enriches personal experience and promotes understanding of international cultures and influences. Through an atmosphere in which self-discipline, creativity and cultivation of ethical standards are enhanced, the University is dedicated to teaching its students the "how to learn, how to think, and how to apply method" to each new challenge.

## SECTION 3: BSOTA PROGRAM MISSION and PHILOSOPHY

### Program Mission

To provide students a quality, innovative, dynamic, and inclusive education that will prepare graduates through the development of critical thinking, problem solving, and sound clinical skills to enable them to serve as leaders and make an impact in their communities through life-long learning.

The mission of the Baccalaureate Occupational Therapy Assistant Program was designed in alignment with Webber's to ensure compatible and common approaches to institutional strategic goals and educational initiatives. The Program is committed to fulfill its mission and support the institutional mission and vision by offering a multidisciplinary curriculum that includes a broad array of liberal arts courses aiming to develop and enhance oral and written communication, critical thinking, and cultural competence. Technical courses in occupational therapy assisting, combined with culturally diverse clinical experiences are designed to promote clinical skills and clinical reasoning necessary for a successful career as entry-level baccalaureate occupational therapy assistants. To complement the clinical knowledge and skills acquired throughout the technical courses, the curriculum includes courses in health services administration that were specifically selected to infuse students with depth of knowledge and expertise in leadership and management of healthcare services. This complementary knowledge and expertise will provide our graduates with the necessary acumen to perform specialized administrative tasks and assume administrative roles. Through this comprehensive and multidisciplinary curriculum, students will gain the practical and professional competencies that are essential to meet the demands of today's global market.

### Program Philosophy of Occupational Therapy Practice:

The Program views occupations and occupational performance as pivotal concepts at the core of the profession and embraces the belief that "participation in meaningful occupations influences development, health, and well-being across the lifespan and can positively influence the health and well-being of individual, family, community, and population health." (AOTA, 2018). The Program supports the belief that "occupations occur within diverse social, physical, cultural, personal, temporal, and virtual contexts." Occupations are ideal means for learning by doing and are effective as therapeutic interventions aiming to support occupational performance across the lifespan. Inherent within the practice of occupational therapy is the "promotion and preservation of the individuality and dignity of the client by treating him or her with respect in all interactions" (AOTA, 2015). Students are viewed as "occupational beings who are in dynamic transaction with the learning context and the teaching–learning process" (AOTA, 2018). These concepts and philosophical tenets framing the practice of occupational therapy also guide the Program and the faculty during the process of designing, developing, implementing, and assessing didactic experiences that aim to instill in students the values and behaviors reflective of the philosophy of occupational therapy when interacting with individuals, groups, families, communities, or populations.

## SECTION 4: OTA JOB QUALIFICATIONS and EXPECTATIONS

### CLINICAL AGENCY REQUIREMENTS

Webber International University's OTA Program will establish contractual agreements with area clinical agencies confirming that the OTA students will abide by their policies and procedures when caring for patients in their facilities. Students will be oriented on the policies and procedures of the agencies in which they are assigned clinical patients.

Clinical agency requirements may include signing confidentiality statements, completing blood-borne pathogen competencies, having documentation of specific immunizations, agreeing to drug screens and/or criminal background checks prior to clinical rotations, etc. Clinical agencies requiring students to have criminal background checks and drug screenings maintain full accountability for these. Webber International University is neither involved in the testing nor privy to specific information. If a clinical agency denies the student access to their facility based on (1) criminal background check, or (2) drug screening results, the student will be dismissed from the program due to their inability to progress.

Students are required to wear Webber International University identification badges when working in these clinical agencies.

### OTA PROGRAM ESSENTIAL REQUIREMENTS FOR ADMISSION AND PROGRESSION

Admission into the Health Sciences Programs at Webber International University is based on academic achievement and additional program specific non-academic criteria that can be referenced in the catalog. Essential requirements have been established by each program identifying the occupational specific technical standards required of students in the program. Decisions to enroll in the Bachelor of Science Occupational Therapy Assistant (BSOTA) Program should be made after considering the program's Essential Requirements.

It is the responsibility of this program to be concerned with the rights of patients and clinical sites, and to only place students in clinical education that are capable of providing safe, high quality health care. The following list represents reasonable expectations for the student enrolled in the BSOTA Program.

### MOBILITY/MOTOR SKILLS

| | |
|---|---|
| KNEEL OR STOOP FREELY | To floor to adjust patient position or assist with equipment; inspect feet, apply shoes or prosthetics |
| KNEEL, HALF-KNEEL, CRAWL | On an exercise table to assist with patient activities. |
| REACH ABOVE HEAD | In standing, to adjust and position equipment |
| LIFT; PULL; GUIDE; TRANSFER | A patient of up to 150 lbs. |

| | |
|---|---|
| LIFT; PULL GUIDE; TRANSFER | A patient of up to 250 lbs. using a two-man technique |
| BEND, STAND, KNEEL, SIT, WALK OR CRAWL FOR 90 MINUTES WITHOUT REST | To administer emergency care (CPR); to perform laboratory activities and administer patient interventions |
| GUIDE; RESIST AND ASSIST | Adult patients (or classmates) during occupational therapy transfers, ambulation, interventions, and exercises; using your arms legs or trunk to provide the necessary stabilization for a patient during therapy. |
| PUSH/PULL | Large, wheeled equipment; whirlpools, tilt tables and patients on stretchers or in wheelchairs |
| WALK | For extended periods of time to all areas of a hospital |
| CLIMB | Stairs & inclines while safely guarding an unstable patient |
| BILATERAL DEXTERITY | To adjust and fine tune controls on electrical and heat modalities; demonstrate ADL activities and exercises to patients; To carry out stretching, massage and exercise programs; adjust and use occupational therapy devices like goniometers and crutch/cane/walkers, carry out splinting techniques, guard patients |
| COORDINATION | To perform different tasks with different limbs simultaneously |
| SPEED AND AGILITY | To protect a walking or moving unstable patient from falling |
| ASSUME A WIDE BASE OF SUPPORT, BALANCE | To guard, maintain and correct balance of an unstable patient on flat surfaces, inclines and stairs |
| PERFORM | All patient physical assistance using safe and proper body mechanics |
| WORK CAPACITY | To perform all essential skills and standards to complete eight-hour days, and a 40-hour work week during OTA Program enrollment |

**SENSORY ABILITIES AND OBSERVATIONAL SKILLS**

| | |
|---|---|
| DEPTH PERCEPTION | For judging distance, surface changes, level changes while ambulating patients |
| SEE (with or without corrective lenses) | Patient skin, discriminate color changes, facial expressions and non-verbal communications, normal and abnormal patterns of movement; the environment for up to 20 feet; to read and set parameters on occupational therapy equipment, detect small calibrations on measuring instruments |
| FEEL | To discriminate small and large temperature differences; palpate pulses; assess body segment contour; to assess muscle tone; joint movement, discriminate sharp and dull, light touch and deep pressure sensation |
| HEAR | Soft voices, masked voices, patient call systems, alarms, timers, blood pressure sounds using a stethoscope; demonstrate active listening skills |

| | |
|---|---|
| SMELL | To detect odors related to patient assessment |
| POSITION, MOVEMENT AND BALANCE SENSATION | To feel where your individual body segments are located and to know when and how they are moving even when you cannot see them |

**COMMUNICATION STANDARDS**

| | |
|---|---|
| SPEAK AND EXPRESS | Clearly and understandably in the English language; information to peers, faculty, patients, their families, and other health care providers; to explain conditions and procedures and teach home programs |
| READ | Typed, handwritten, chart data, and computer-generated documents in the English language; at a level of competency that allows safe and timely execution of essential tasks or assignments. |
| UNDERSTAND; INTERPRET | Medical terminology and information given regarding status, progress, and safety of a patient; to follow simple and complex instructions (oral or written) given by an OT regarding patient care; and respond to non-verbal communication/behaviors of self and others. |
| FOLLOW DIRECTIONS | Accurately and efficiently, seeking clarification where necessary |
| WRITE | To produce legible handwritten or computer word processed documents; use correct medical terminology, spelling, grammar, and punctuation; organize and express thoughts in written form in the English language; to prepare accurate, thorough, legally defensible patient documentation |
| INTERPERSONAL SKILLS | To work collaboratively; interact professionally; to establish rapport with patients, colleagues, and classmates; to resolve conflicts; with individuals from a variety of social, emotional, cultural, and intellectual backgrounds; maintain confidentiality in all interactions |

**COGNITIVE AND INTELLECTUAL STANDARDS**

| | |
|---|---|
| THINK CRITICALLY | To identify and solve problems; identify cause/effect relationships; to apply reading, lecture, and laboratory information to case study preparation; to employ effective teaching, learning and test taking strategies |
| COMPREHEND | relevant information regarding patient diagnoses, occupational therapy interventions, indications and contraindications, human pathology and impairments from textbooks, medical records, and professional literature |
| PRIORITIZE | Events to provide for patient safety; appropriate patient interventions; multiple tasks; integrate information and make decisions about sequence and progression |
| CALCULATE | To collect and/or interpret accurate patient data |
| MAKE CLINICAL DECISIONS | To respond quickly and appropriately to changes in patient status; to analyze written, observed, or verbal data about patients and make decisions to terminate, modify, progress, or cancel patient treatment; act safely and ethically in the occupational therapy laboratory and clinic. |

| | |
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| SHORT-TERM AND LONG-TERM MEMORY | To accurately and quickly remember data from the chart and information relayed in verbal exchanges with the OT and other members of the health care team; to access learned knowledge to include but not limited to diagnoses, weight-bearing status, indications, contraindications for interventions, safety precautions, subjective reports of patients, emergency procedures; safety procedures; to participate successfully in the learning and evaluation of knowledge within the occupational therapy curriculum |
| THINK QUICKLY AND CLEARLY | To execute all duties unimpaired by any condition or substance that alters mental processing, speed or quality of thought processes or judgment |

**BEHAVIORAL/PROFESSIONAL STANDARDS**

| | |
|---|---|
| FLEXIBILITY | To adjust to a constantly changing and very demanding full-time schedule; |
| COMPASSION | To respect and show empathy for patients and their families; for people of all personality types, backgrounds, ethnic, race or socioeconomic backgrounds including but not limited to individuals with neurological disorders, physical disfigurement, mental health, or complex medical problems. |
| COOPERATION | To work as a member of a team; develop positive and effective relationships with faculty, clinicians, peers and patients |
| RECOGNIZE LIMITATIONS | To request assistance when needed; accept correction and constructive suggestions; assume responsibility for personal development; utilize resources effectively |
| TOLERANCE | For close physical contact with patients, peers, and classmates during the provision of interventions and in laboratory; for close proximity, and physical contact with patients that require use of standard precautions during therapy due to open wounds, incontinence or other potential exposure to bodily fluids or pathogens during treatment. |
| WILLINGNESS | To wear scrub top/pants as the assigned uniform for clinical rotations; To wear required laboratory attire that will allow for visualization of body contours and exposure of all major joints and muscles; to participate in laboratory activities that require palpation, measurement, massage and other forms of therapeutic touching of joints, muscles and bony landmarks; to serve as both the patient model and clinician during patient simulations that allow classmates to practice and perfect occupational therapy skills. |
| POSITIVE ATTITUDE | To demonstrate initiative, enthusiasm and appropriate peer and patient interactions |
| WORK ETHIC | To attend class and clinic promptly and regularly; to stay focused and on task in lecture and laboratory instructional time; to submit work products promptly when due; to display industrious behavior; to submit to all classroom and clinical rules/policies; to demonstrate respect for other |

| | |
|---|---|
| | health care providers and the profession of occupational therapy; to comply with all legal and ethical standards of practice |
| STRESS MANAGEMENT | Coping skills for fast-paced clinical situations; to manage multiple academic deadlines; deal effectively with psychosocial issues of catastrophic illness, disability, and death; respond appropriately in a stressful environment and during impending deadlines; manage personal matters outside of class/workday |
| PLANNING AHEAD | To arrange transportation and living accommodations for/during off campus clinical assignments to foster timely reporting to the classroom and clinical center |
| SELF CARE | To maintain general good health and hygiene in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings |

It is the responsibility of the program applicants to carefully review the essential requirements and ask questions if not familiar with the standards and skills listed. Certain chronic or recurrent illnesses and problems that interfere with patient care or safety may be incompatible with occupational therapy training or clinical practice. Conditions that may lead to a high likelihood of student absenteeism should be carefully considered. Deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor which may jeopardize patient care may be grounds for course/rotation failure and possible dismissal from the program. All applicants to the program must have the ability to meet the standards and skills listed above to complete the educational requirements for the Bachelor of Science in Occupational Therapy Assistant (BSOTA).

If a student cannot demonstrate the standards and skills without accommodation, it is the responsibility of the student to request an appropriate accommodation with the Academic Dean of the College of Health Professions before the beginning of the school term. The university is committed to the principle of equal opportunity as defined in the catalog and will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not compromise patient safety or impose an undue hardship such as those that cause a significant expense or are unduly disruptive to the educational process.

**Acknowledgement of Essential Requirement Standards**
**For the Occupational Therapy Assistant Program**

I, _____, have been informed of the Essential Requirement Standards of Webber International University's Occupational Therapy Assistant Program. I have carefully reviewed the Core Performance Standards and have asked questions if I was unfamiliar with the standards and skills listed. If I believe I require accommodation, I will request appropriate accommodation from the disability coordinator in the Academic Affairs office. I am aware that certain chronic or recurrent illnesses and problems that interfere with patient care or safety may be incompatible with occupational therapy training or clinical practice. I have also considered any conditions that I may have that may lead to a high likelihood of absenteeism. I have been informed that deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor which may jeopardize patient care may be grounds for course/rotation failure and possible dismissal from the program.

I have the ability to meet the standards and skills listed in the Essential Requirements Standards and agree to complete the educational requirements for the Occupational Therapy Assistant Program.

_____ _____
Signature Date

_____
Printed Name

## LICENSURE REQUIREMENTS TO WORK AS AN OTA

Following completion of academic and clinical work, graduates of the program will be able to sit for the National Certification Examination for the Occupational Therapy Assistant, administered by the National Board of Certification in Occupational Therapy (NBCOT), One Bank Street Suite 300 Gaithersburg, MD 20878, Phone: 301-990-7979. The computer-delivered examination is offered on-demand, yearlong. After successful completion of this examination, the graduate will be credentialed as a Certified Occupational Therapy Assistant (COTA).

**A felony conviction may affect graduate's ability to sit for the NBCOT certification examination.**

It is mandatory for graduates of the program to become licensed if they wish to practice in the state of Florida. For licensure examination details, you can visit: http://floridasoccupationaltherapy.gov/

## PROFESSIONAL MEMBERSHIP

Students can apply as a student member of the American Occupational Therapy Association (AOTA). By joining early in their careers as students, they are assured delivery of the OT Magazine and the OT Journal, discount health and liability insurance, access to vital information on the AOTA's webpage and a discount on membership for the first two years of their careers. The Webber International University BSOTA Program strongly encourages students to become involved and active in their profession, and membership in the AOTA is an excellent way to do this. AOTA/FOTA Student Membership dues are approximately $78 and $35, respectively (based on current AOTA National and FL Chapter dues).

## EDUCATIONAL EXPERIENCE

New graduates will be eligible for employment post successful completion of their licensure examination. As graduates of the program, students will have had clinical affiliations which reflect a wide variety of acute care experiences including but not limited to pediatrics, mental health, orthopedics, neurology, cardiac rehabilitation, intensive care, and extended rehabilitative care in a rehab hospital, a rehab unit, an assisted living facility (ALF), or skilled nursing facility (SNF) settings. In addition, some exposure to clients involved in "at home" care via home health or public health services or visiting nurses/rehab services as well as the public-school systems and private occupational therapy clinics, satellites, or services provided by physician's office, occupational therapy staff will be provided as availability and interest dictate.

## OCCUPATIONAL EXPOSURE

The OTA student/graduate may be exposed to communicable disease and/or body fluids, toxic substances, and/or medicinal preparations, and shall always use appropriate precautions. For

example, the student may be assigned an AIDS client/patient and shall provide total care using universal precautions.

Webber International University OTA students receive coursework regarding the use of universal precautions at the beginning of the first semester and continuing throughout their OTA coursework. Students must demonstrate an understanding of these concepts through test questions included on written examinations and utilization of universal precautions in all laboratory and clinical activities including but not limited to:

- Blood and airborne pathogens
- Hepatitis B Immunization
- Mechanism of pathogen transmission
- Appropriate disposal, labeling and housekeeping measures
- Prevention of exposure to blood and airborne pathogens
- Exposure control, including determination of exposure and post-exposure reporting and action

**CARDIOPULMONARY RESUSCITATION (CPR)**

CPR certification must be completed prior to the first clinical affiliation. The course must be an American Heart Association Health Care Provider or an equivalent course. Documentation of CPR certification must be presented to the Academic Fieldwork Coordinator (AFWC) of the BSOTA Program. CPR certification must be maintained while enrolled in the OTA Program.

**PROFESSIONAL LIABILITY INSURANCE**

All OTA students are required to carry Professional Liability Insurance. The university enrolls in a blanket student professional liability policy with a major insurance carrier. The student professional liability policy covers students while they are participating in clinical activities which are part of, and a requirement of, the student's curriculum. The coverage that the policy provides is $3,000,000 for each occurrence and $6,000,000 in the aggregate.

**STUDENT HEALTH/ACCIDENT INSURANCE**

All full-time students taking 12 or more credit hours are automatically enrolled in the Webber's Student Medical Insurance Plan. This insurance coverage is paid as part of the additional fees paid by students each semester. The plan covers the student's medical needs as a Primary Payer or Secondary Payer (if they are covered by another plan). Currently, health services are currently not available for students on campus.

## SECTION 5: BASIC PROGRAM INFORMATION

### ACCREDITATION INFORMATION AND RESPONSIBILITIES

The BSOTA Program is in the process of being fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located 6116 Executive Boulevard Suite 200, North Bethesda, MD 20852. ACOTE's telephone number is (301) 662-6611. The AOTA website is accessed at www.aota.org.

The BSOTA Program Director and Faculty as well as any other necessary administrators of Webber International University are responsible for creating policies and procedures, which support practices by the institution to facilitate compliance with accreditation policies and procedures. The BSOTA Program Director and Faculty are responsible for:

1. Submission of required fees and documentation, including reports of graduation rates, performance on state licensing, or certification examination and employment rates.
2. Notification of expected or unexpected substantive change(s) within the program and of any change in institutional accreditation status, or legal authority to provide postsecondary education.
3. Coming into compliance with accreditation criteria within two years or the length of the program, whichever is shorter.

### EQUAL ACCESS/EQUAL OPPORTUNITY

Webber International University is an equal access/equal opportunity institution committed to excellence through diversity in education and employment. The University complies with all state and federal laws granting rights to students, employees, and applicants for employment or admission to the University. The University prohibits unlawful discrimination on the basis of race, color, national origin, creed, ethnicity, sex, age, religion, sexual orientation, marital status, veteran status, genetic information, or disability in any of its employment policies or practices, educational programs, or activities.

### PROGRAM LENGTH AND DEGREE AWARDED

The Program is a 120-credit hour Bachelor of Science (BS) degree. It spans an eight (8) semester time frame of 32 months starting in Spring (January to May) or Fall (August to December). Once a year, a cohort of 24 qualified students are selected to start the program sequence in the spring or fall semester. The curriculum contains 37 courses, which are organized sequentially within a series of eight (8) terms (including prerequisites):

- 11 general education courses mandated by the State of Florida (including the three prerequisites required for admission; Italic names in the diagram below)
- 26 core courses in Bachelor of Sciences Occupational Therapy Assistant Program

Each semester is 16-weeks long. There is a break of varying length between consecutive semesters. The program will award the Bachelor of Science in Occupational Therapy Assistant with a Minor in Health Services Administration to all students who successfully completes all of the academic requirements.

**CURRICULUM DESIGN**

**Frameworks:**
The overall curriculum is anchored around these frameworks:

1. The Florida Community College System Curriculum Framework — to articulate general education requirements and credits as required by the Southern Association of Colleges and Schools (SACS). Students are required to:
   - demonstrate communication skills (English)
   - perform problem solving activities and math computations (Math)
   - develop human relations skills (Humanities)
   - demonstrate knowledge of Physical Science (Science)
   - demonstrate knowledge of Social Science (Social Sciences)

2. The Occupational Therapy Practice Framework, 4th Edition (OTPF-4) — to articulate the scope of occupational therapy practice and its role in the promotion of health and participation through engagement in occupation, to operationalize the OT process, and articulate the roles of the occupational therapy practitioner in various setting of practice (AOTA, 2020).

3. The Person-Environment-Occupation-Performance (PEOP) Model — to contextualize the clinical reasoning necessary for the development and implementation of client-centered, comprehensive, and holistic interventions. This model provides theoretical foundation on the interaction of the person with his/her environment and occupation (Baum and Christiansen, 2005).

**Student Learning Outcomes:**
To support the expectations of the institutional and programmatic missions, six student learning outcomes (SLO) and seven curricular threads were formulated to drive and articulate the curricular content, learning objectives, learning activities, learning environments, and assessment of students' performance. Upon successful completion of all courses, graduates will demonstrate the behaviors and skills described in the following SLOs:

**SLO 1 – Evaluation & Targeting of Outcomes** - Contribute to the evaluation and re-evaluation processes of client(s)' occupational performance outcomes across the lifespan by collecting, organizing, reporting, and documenting data; and performing evaluation procedures for specific client factors. (B.1.0; B.2.0.; B.3.0.; B.4.0.; B.5.0.; B.7.0.) what does this code mean?

a. Collect, organize, and report/document data to facilitate evaluation of client outcomes.

b. Contribute to the evaluation process of client(s)' occupational performance.
c. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention.

**SLO 2 – Intervention** - Coordinate, implement, teach, and safely adapt client-centered, culturally relevant, occupation-based intervention strategies reflective of current evidence-based occupational therapy practices for diverse populations, groups, and individuals across the lifespan seeking OT services. (B.1.0; B.2.0.; B.3.0.; B.4.0.; B.5.0.; B.7.0.)

a. Demonstrate effective therapeutic use of self when interacting with culturally diverse individuals and groups of all ages during all aspects of the OT process.
b. Coordinate and implement client-centered, culturally relevant intervention plans and strategies reflective of current occupational therapy practice, based on available evidence.
c. Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.
d. Grade, adapt, and modify the way persons, groups, and populations perform occupations and activities within various contexts.
e. Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the interprofessional team

**SLO 3 – Professionalism & Ethics** - Demonstrate professional attitudes and ethical behaviors as evidenced by respect of cultural differences and effective verbal, non-verbal, and written communication with clients, caregivers, members of the inter-professional team, and the public. (B.2.0.; B.3.0.; B.4.0.; B.5.0.; B.7.0.)

a. Effectively communicate with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.
b. Produce documentation that effectively communicates the need and rationale for occupational therapy services.
c. Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.

**SLO 4 – Management** - Collaborate with managerial and operational aspects of OT practice including, but not limited to the delivery of care, development of business plans, financial management, program evaluation models, and strategic planning in settings with traditional and/or emerging practices. (B.1.0.; B.2.0; B.3.0.; B.4.0.; B.5.0.; B.6.0.; B.7.0.)

a. Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy personnel and non-occupational therapy personnel

b. Identify the need for evaluation of quality management processes and quality improvement (e.g., outcome studies analysis and client engagement surveys).
c. Implement program changes as needed to consistently demonstrate quality of service.
d. Explain the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning.

**SLO 5 – Leadership** – Assume leadership and professional roles while adhering to ethical practices related to self-development (life-long learning), delivery of OT services, client advocacy, and regulatory bodies. (B.2.0.; B.3.0.; B.4.0.; B.5.0; B.6.0; B.7.0.)

a. Responsibly assume leadership roles within the interdisciplinary team in the clinical setting.
b. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards
c. Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies

**SLO 6 – Scholarship** – Engage in scholarly endeavors, demonstrating proficiency in current research practices, methodologies, and information literacy. (B.2.0.; B.3.0.; B.4.0.; B.5.0.; B.6.0.; B.7.0.)

a. Demonstrate consistent proficiency in research methods applied to baccalaureate project and scholarly papers.
b. Effectively examine the merits of current peer-reviewed, evidence-based interventions and approaches in OT practice.
c. Produce high quality research documents.

**CURRICULAR THEMES/THREADS**

In order to provide consistency and coherence of content and instruction, eight curricular themes or threads are interwoven throughout the courses:

1. Structure & Function of the Human Body
2. Normal & Abnormal Conditions Across Life Span
3. Professional & Ethical Behaviors
4. Occupation-Based Interventions
5. Aspects of Communication
6. Cultural Diversity
7. Management of Services

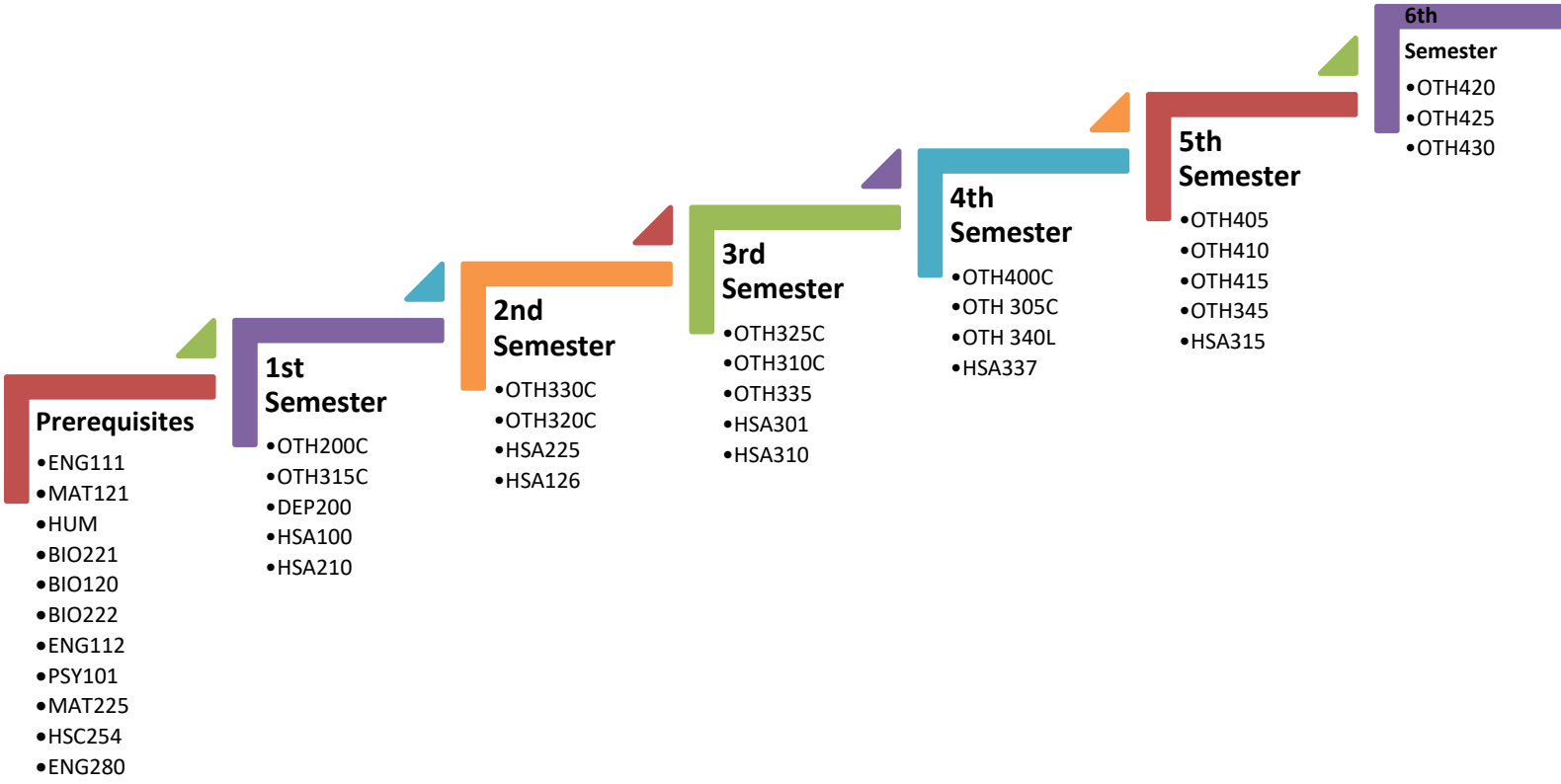
**CURRICULUM SEQUENCE**

All courses are offered in a progressive sequence (building blocks) within semesters, which emulates and supports the design of the institutional delivery model. Each semester lays a foundation for subsequent semesters. This format fosters a sequential and progressive

acquisition of cognitive, psychomotor, and affective skills necessary for a successful performance as an occupational therapy assistant. Students must successfully complete courses within a specific semester to progress to the next one.

1. **Prerequisites** – This is the first component of the program sequence. In order to qualify for admission, students must meet minimum application requirements and complete an "Intent to Apply" by declaring Pre-OTA status during the first semester of the foundational phase. Students completing their prerequisites at other academic institutions need to confirm that all courses are equitable to the Webber prerequisite required course list and submit transcripts from all institutions attended.

2. **Semesters** – After completing the prerequisite courses, students qualify for application to the program. Once admitted, students proceed with the remainder of the program sequence, which consists of six (6) semesters containing technical and general education courses. The following diagram illustrates the sequence:




**Format of Academic Courses** - Academic courses have a traditional lecture/laboratory format, presenting concepts in a linear and sequential order within a 16-week term. Students gain knowledge of occupational therapy practices and develop affective, cognitive, and psychomotor skills in preparation for the fieldwork rotations scheduled during the summer terms.

**Fieldwork** - All Level I and II Fieldwork rotations are offered during the fall or spring terms. These experiences provide students with exposure to a variety of clinical settings and opportunities to integrate cognitive, psychomotor, and affective skills/behaviors acquired during the academic courses.
The structure of fieldwork rotations are as follows:

1. **Two Level I Fieldwork affiliations A & B**:
    - Two Level I Fieldwork affiliations (one 8-week, 10-hour per week, psychosocial; one 8-week, 10-hour per week emerging practice).
    - Students report to the sites from Monday through Friday, eight hours a day; typically, from 8:00 AM to 5:00 PM.
    - Students complete these courses during the fourth semester of the program sequence. They get exposure to real clinical situations and have opportunities to apply basic patient care skills learned in the classroom, interact with actual clients, and observe clients (person) performing meaningful occupations within a variety of environments and contexts.
    - Experiences during these Level I Fieldwork rotation provide students with further understanding of the scope of occupational therapy and about their role assessing and treating dysfunctions in occupational performance.

2. **Two Level II Fieldwork A & B**:
    - Two Level II Fieldwork affiliations (one 8-week in a skilled nursing facility; one 8-week in a physical dysfunction setting, other than an SNF)
    - Students report to the sites from Monday through Friday, eight hours a day; typically, from 8:00 AM to 5:00 PM.
    - Students complete these courses during the last semester of the program sequence. They get exposure to real clinical situations and have opportunities to apply basic patient care skills learned in the classroom, interact with actual clients, and observe clients (person) performing meaningful occupations within a variety of environments and contexts.
    - Experiences during these Level I Fieldwork rotation provide students with further understanding of the scope of occupational therapy and about their role assessing and treating dysfunctions in occupational performance.

**DELIVERY OF INSTRUCTION**

The faculty delivers instruction in various forms throughout the curriculum to accommodate different learning styles: lectures, simulations, case studies, guest speakers, role-playing, field trips, group activities, videos, and web-based resources.

Students get a detailed and structured syllabus for each course, which includes a weekly class calendar. The calendar lists the learning activities for every lecture and laboratory session. It

also contains deadlines for projects and assignments, and examinations/quizzes. This format allows students to efficiently reconcile academic tasks and personal responsibilities.

**EVALUATION OF ACADEMIC PERFORMANCE**

The faculty employs a letter grade model for calculating grades in all professional courses. The grading scale is available within the syllabi across all courses:

Grading Scale

| | | |
|---|---|---|
| 100-93 | = | A |
| 92-84 | = | B |
| 83-75 | = | C |
| 74-66 | = | D |
| Below 66 | = | F |

Students must obtain a minimum of 75% competency in specific skills and a final grade of no less than a "C" in all courses.

Students receive informal formative assessments and feedback during every session and immediately after performance of behaviors/skills. The instructors provide formal feedback by midterm and at the end of the term to all students concerning their acquiescence of professional behaviors and status of their academic performance.

Students receive summative evaluation periodically throughout the semester in the form of unit examinations, quizzes, projects, reports, professional behaviors evaluation, group activities, etc. These academic standards and expectations are clearly posted in all syllabi.

**RATIONALE FOR COURSE SEQUENCING & CONTENT**

**1st Year**

**Prerequisites:**

ENC 111 English Composition I ..... 3 cr.
ENG112 English Composition 2 ..... 3 cr.
ENG 280 Foundations of Rhetoric ..... 3 cr.
MAT121 College Algebra ..... 3 cr.
MAT225 Introduction to Statistics ..... 3 cr.
PSY101 Psychology ..... 3 cr.
HUM Any HUM Course Approved for General Education ..... 3 cr.
BIO120 Medical Terminology ..... 2 cr.
BIO221C Human Anatomy & Physiology I ..... 4 cr.
BIO222C Human Anatomy & Physiology II ..... 4 cr.
HSC254 Basic Principles of Disease ..... 3 cr.

**2nd Year (Fall Semester)**

**OTH200C FOUNDATIONS OF OCCUPATIONAL THERAPY PRACTICE/LABORATORY 4 Credits**

- This course introduces students to the historical, philosophical, clinical, and ethical aspects of Occupational Therapy. Students are introduced to professional roles of the OTR & COTA, the OT Practice Framework, occupation-based practice, formats of documentation, communication skills, and basic patient care skills such as infection control, transfers, positioning, wheelchair mobility, etc. The laboratory component provides hands-on opportunities to practice basic patient skills and prepare students for the Level I Fieldwork rotation. (Fall/Spring) Prerequisite: Admission to the BSOTA program

**OTH315C FUNCTIONAL ANATOMY & KINESIOLOGY I/LABORATORY 4 Credits**

- This lecture and laboratory course introduces the basic principles of biomechanics and kinesiology as they pertain to human movement. Students study the osteology of the human body and identify anatomical landmarks through palpation skills. Students study myology and neurology of the abdomen, back, pelvic girdle, and lower extremities; the upper extremity, head, and neck are also introduced. This course includes instruction in manual muscle testing, basic therapeutic exercise, and gait evaluation. (Fall/Spring) Prerequisites: BIO221, BIO222

**DEP200 LIFESPAN DEVELOPMENT 3 Credits**

- Credits This course explores human development and examines theories and empirical studies dealing with human cognitive, social, emotional, and physical development in the context of a lifespan. The course content also explores emergent and controversial topics relevant to Lifespan Development. (Fall/Spring/Summer)

**HSA100 PRINCIPLES OF HEALTH SERVICES ADMINISTRATION 3 Credits**

- This course will present an overview of the American health care system including the social, political, and economic forces that shape the industry. Moreover, the course will introduce the student to the many subsystems and how these different systems work together to produce today's modern day health care system.

**HSA210 CULTURAL COMPETENCY IN HEALTHCARE ADMINISTRATION 3 Credits**

- This course explores the interaction between cultures, attitudes, and behaviors and their application to health administration strategies. Cultural competency is critical for effective healthcare practice and studying this topic promotes health equity and reduces health disparities. Topics include implications of the changing demographics and their impact on healthcare; diversity and health 390 administration; health disparities and social determinants of health, and culturally appropriate communication and increasing diversity and the impact on healthcare administration.

**2nd Year (Spring Semester)**

**OTH330C ANALYSIS OF OCCUPATIONS ACROSS THE LIFESPAN I/LABORATORY 4 Credits**

- Students are introduced to the process and methods of analyzing the impact of physical, psychological, social, and behavioral health deficits on occupational performance. A systematic approach to task breakdown is practiced and applied to the process of grading and adapting occupations, performance patterns, performance skills, contexts, and environments to meet functional, cognitive, psychosocial, and sensorimotor needs of the pediatric population (infancy, childhood, and adolescence). Students learn how to contextualize activity analysis within the OT process. (Fall/Spring) Prerequisites: OTH200C, OTH315C; Corequisite: OTH320C

**OTH320C FUNCTIONAL ANATOMY & KINESIOLOGY II/LABORATORY 4 Credits**

- This is a lecture and laboratory 4-credit hour course designed to give the student detailed instruction in the myology and neurology of the face, neck, shoulder girdle and upper extremities. The laboratory portion of the course will teach manual muscle testing and basic therapeutic exercise and will enable the student to identify anatomical landmarks through palpation skills. The course also covers basic neuroanatomy as it relates to occupational therapy. (Fall/Spring) Prerequisite: OTH315C

**HSA255 ETHICS IN HEALTHCARE 3 Credits**

- Explores ethical behavior in various health care settings. Students will analyze decision making models, theories, professional obligations and apply them to their roles as health care administrators.

**HSA126 ACCOUNTING FOR HEALTHCARE** **3 Credits**

- This course presents an overview of accounting and financial activities relevant to a healthcare facility. Topics include an introduction to healthcare accounting, basic financial statement preparation and analysis including budgets, and recording transactions in a healthcare environment.

**3rd Year (Fall Semester)**

**OTH325C MUSCULOSKELETAL CONDITIONS & INTERVENTIONS/LABORATORY** **4 Credits**

- This course apprises students on the role of the occupational therapy practitioner in the physical dysfunction settings and the scope of occupational therapy practice in the evaluation and treatment of musculoskeletal conditions across the lifespan. Pathologies of specific diagnoses and disorders are examined, as well as theoretical frameworks best suited for this setting of practice. The laboratory component offers students opportunities to practice evidence-based and occupation-based interventions such as screening/evaluations, documentation, treatment interventions and techniques, and effective communication/interaction skills. (Fall/Spring) Prerequisite: OTH320C

**OTH310C OCCUPATIONAL THERAPY SKILLS & INTERVENTIONS IN MENTAL HEALTH PRACTICE/LABORATORY** **4 Credits**

- This course apprises students on the role of the occupational therapy practitioner in mental health settings and the scope of occupational therapy practice in the evaluation and treatment of psychosocial conditions across the lifespan. Pathologies of specific psychiatric diagnoses and behavioral disorders are examined, as well as theoretical frameworks well-suited for this setting of practice. The laboratory component offers students opportunities to practice occupation-based interventions such as screening/evaluations, documentation, treatment interventions, effective communication/interaction skills, and group dynamics. (Fall/Spring) Prerequisite: PSY101

**OTH335 SEMINAR I** **1 Credit**

- This course apprises the students on performance guidelines needed for successful completion of Level I Fieldwork including professional behaviors, ethics applied to the clinical sites, and guidelines for special projects and written reports due by the end of the fieldwork experience. Students are introduced to guidelines for the Baccalaureate Project. (Fall/Spring) Prerequisite: OTH200C

**HSA 301 HEALTHCARE SETTING ANALYSIS** **3 Credits**

- This course will present various approaches to the operation and quality management of healthcare organizations. Topics addressed will include continuous quality improvement, management processes in healthcare, client

education, analysis and assessment of healthcare structures and systems. Junior standing or permission of instructor required.

**HSA 310 RESEARCH METHODS IN HEALTHCARE 3 Credits**

- This course will present an overview of the scientific processes and research methods required to conduct research in healthcare and health services. The importance and impact of health services research will be explained. This course will provide a foundation for healthcare professionals in the research methodologies used to support evidence-based practices, policies, and programs in the healthcare field. Junior standing or permission of instructor required.

**3rd Year (Spring Semester)**

**OTH400C NEUROMUSCULAR CONDITIONS & INTERVENTIONS/LABORATORY 4 Credits**

- This course apprises students on the role of the occupational therapy practitioner in the physical dysfunction settings and the scope of occupational therapy practice in the evaluation and treatment of neuromuscular conditions across the lifespan. Pathologies of specific diagnoses and disorders are examined, as well as theoretical frameworks best suited for this setting of practice. The laboratory component offers students opportunities to practice evidence-based and occupation-based interventions such as screening/evaluations, documentation, treatment interventions and techniques, and effective communication/interaction skills. (Fall/Spring Prerequisite: OTH320C. Corequisite: OTH305C

**OTH305C OCCUPATIONAL THERAPY SKILLS & INTERVENTIONS IN PEDIATRIC PRACTICE/LABORATORY 4 Credits**

- This course discusses developmental stages, development of sensorial/motor skills, basic neurology, and pathologies of the pediatric population. OT theories/models in the pediatric setting, and the role of the occupational therapy assistant working with pediatric population are examined. Treatment modalities such as assistive/augmentative technology, occupation-based pediatric evaluation tools, treatment approaches, effective communication/interaction skills, documentation methods/techniques, and therapeutic use of self are emphasized. (Fall/Spring) Prerequisite: DEP200.

**OTH340L LEVEL I FIELDWORK A 1 Credit**

- This course introduces students to different clinical and non-traditional settings (e.g., community based, out-patient, in-patient, or home-based setting, correctional facilities, group homes). Students will learn about evidence-based and occupation-based assessments and treatment interventions currently used by clinicians to address impaired physical, psychological, and social factors affecting occupational performance. (Fall/Spring) Prerequisites: OTH200C, OTH305C, OTH310C, OTH320C, OTH330C

**HSA337 HEALTHCARE FINANCE** **3 Credits**

- Analysis of the financial condition of health care organizations using financial ratios based on balance sheets, income statements, and statements of cash flows. Interpretation of financial ratios using industry wide comparisons. Exploration of the dynamics of altering financial condition through strategic service and financial management, budgeting, and cost-control. Case Studies

**4th Year (Fall Semester)**

**OTH405C THERAPEUTIC MODALITIES/LABORATORY** **4 Credits**

- This course provides an overview of the neurophysiological, musculoskeletal, and cardiovascular basis for the application of therapeutic exercise. The course introduces the student to various types of exercise, exercise equipment, and general exercise protocols. Students are also introduced to physical agent modalities such as moist heat, paraffin, electric stimulation, etc. (Fall/Spring) Prerequisites: OTH320C, OTH325C

**OTH410C ANALYSIS OF OCCUPATIONSACROSS THE LIFESPAN II/LABORATORY** **4 Credits**

- A systematic approach to task breakdown is practiced and applied to the process of grading and adapting occupations, performance patterns, performance skills, contexts, and environments to meet functional, cognitive, psychosocial, and sensorimotor needs of the adult population (younger adult, middle age, older adult). Contextualization of activity analysis within the OT process is further examined and practiced. (Fall/Spring) Prerequisites: OTH310C, OTH320C, OTH325C, OTH400C

**OTH415 SEMINAR II** **1 Credit**

- This course apprises the students on performance guidelines needed for successful completion of Level II Fieldwork, including thorough examination of the AOTA Fieldwork Performance Evaluation. Guidelines for special projects and written reports due by the end of the fieldwork are also discussed. Professional and ethical behaviors in the clinical sites, and certification and licensing rules/regulations are examined. Students received further instructions of guidelines and expectations for the Baccalaureate Project. (Fall/Spring) Prerequisite: Successful completion of courses from previous semesters.

**HSA345 INTRODUCTION TO HEALTH DISPARITIES** **3 Credits**

- This course will provide students with a broad overview of the contributing factors for health disparities in the United States. The course will examine relevant historical issues, theories, and empirical data, emphasizing critical analysis and application of knowledge. Students will gain a better understanding of research on health disparities and interventions to promote health equity through a combination of readings, lectures, reflection papers, in-class exercises, and research assignments.

Disparities will be discussed relative to race/ethnicity, gender, income, and sexual orientation. (Fall/Spring) Prerequisites: HSA100, HSA210

**HSA315 PUBLIC POLICY IN HEALTHCARE** **3 Credits**

- This course will present health policy in the U.S. Topics include the evolution of the U.S. health care system, policy development, role of government in financing and maintaining quality healthcare, current health policy issues and impact on patients and healthcare delivery. (Fall/Spring) Prerequisite: HSA100.

**4th Year (Spring Semester)**

**OTH420 BACCALAUREATE PROJECT** **3 Credits**

- This course requires students to demonstrate knowledge learned throughout the program and apply these theories to real issues in the clinical setting. Students are expected to synthesize in-depth knowledge in practice area through the development and completion of a baccalaureate project in one or more of the following areas: clinical practice skills, administration, leadership, advocacy, and education. (Fall/Spring) Prerequisite: Completion of all academic courses.

**OTH425L LEVEL II FIELDWORK A** **6 Credits**

- Five days per week; 8 weeks (320 contact hours). This course is a full-time supervised fieldwork experience designed to bridge the student from classroom to fieldwork in preparation for entry-level practice as an occupational therapy assistant. Students are exposed to diverse populations and conditions across the life span, with close supervision provided by a qualified OT practitioner. Successful completion of this course provides students with entry-level skills in delivering occupational therapy services to clients, focusing on the application of evidence-based and occupation-based interventions. The fieldwork experience is scheduled to be in one practice area of occupational therapy (physical disabilities, psychosocial dysfunction, or pediatrics). (Fall/Spring) Prerequisite: Successful completion of all academic courses

**OTH430L LEVEL II FIELDWORK B** **6 Credits**

- Five days per week; 8 weeks (320 contact hours). This course is a full-time supervised fieldwork experience designed to bridge the student from classroom to fieldwork in preparation for entry-level practice as an occupational therapy assistant. Students are exposed to diverse populations and conditions across the life span, with close supervision provided by a qualified OT practitioner. Successful completion of this course provides students with entry-level skills in delivering occupational therapy services to clients, focusing on the application of evidence-based and occupation-based interventions. The fieldwork experience is scheduled to

be in one practice area of occupational therapy (physical disabilities, psychosocial dysfunction, or pediatrics). (Fall/Spring) Prerequisite: Successful completion of all academic courses.

**COMPETENCIES NEEDED FOR GRADUATION:**

Upon completion of the program sequence, students are expected to demonstrate a minimum of 75% competency in specific skills to ensure safe and professional delivery of client care, and success in the national certification exam. The following list contains the expected competencies, categorized under the respective curricular threads:

1. Structure & Function of the Human Body
   - Analysis of body structures & functions
   - Application of biomechanical principles to occupations

2. Normal & Abnormal Conditions Across Life Span
   - Knowledge of human development throughout life span
   - Analysis of human behaviors and implications on occupational performance
   - Understanding of human diseases and conditions

3. OT Theory & Practice
   - Understanding of the nature of occupation as viewed by the profession
   - Knowledge of the philosophical base of the profession
   - Understanding of the interaction of person, environment, and occupation and impact on occupational performance
   - Application of OT theories, models, and frames of reference to various populations and interventions
   - Understanding of federal & state laws impacting OT practice and credentialing

4. Professional Roles & Behaviors
   - Articulation of COTA & OCCUPATIONAL THERAPIST role delineations
   - Demonstration of ethical & professional behaviors as outlined by professional and state agencies
   - Appreciation of cultural diversity and its impact on occupational performance
   - Ongoing professional development

5. Screening & Assessment
   - Data gathering
   - Selection of assessment/evaluative tools
   - Safe and accurate performance of selected assessments/evaluations

6. Treatment Interventions & Implementation
    - Therapeutic use of self
    - Selection, adaptation, and gradation of purposeful and occupation-based activities and environment to meet clients' needs
    - Promotion of health through use of occupation
    - Prevention of disease/disability through use of occupation
    - Implementation of individual and group activities
    - Teaching-learning process
    - Implementation of safety precautions
    - Application of task analysis
    - Development of therapeutic programs for various populations
    - Discontinuation of OT services
    - Utilization of community resources

7. Written, Oral, and Non-verbal Communication
    - Computer skills
    - Information literacy applied to OT practice
    - Documentation of OT services
    - Education & training of consumers
    - Effective verbal/non-verbal communication with peers and consumers

8. Management of OT Services
    - Organization of treatment areas and equipment
    - Maintenance of records
    - Compliance with various reimbursements mechanisms affecting OT practice
    - Advocacy for the OT profession and consumers
    - Program evaluation

**Occupational Therapy Assistant Graduation Requirements**

To graduate with a Bachelor of Science in Occupational Therapy Assistant students must meet the
following requirements:

1. Complete all the requirements of the didactic AND fieldwork component of the foundational
   and professional phase of the BSOTA curriculum with a minimum cumulative GPA of 2.5 or higher.
2. Demonstrate professional behaviors considered acceptable by faculty and fieldwork supervisors and in accordance with regulations of Webber International University, the BSOTA
   Program and the field of occupational therapy.
3. Complete all didactic coursework, fieldwork, and Baccalaureate Project within a period of 5 years.

4. Successfully complete all Level II fieldwork and the Baccalaureate Project within 18 months of completing the core courses.
5. their baccalaureate project within 12 months following the completion of the didactic portion of the program.

**PROGRAM OUTCOMES**

The program outcomes reflect the terminal behaviors expected from each student when completing the program sequence. The following program outcomes support the institutional and program missions, and reflect the educational standards set by ACOTE.

**Upon completion of the program sequence, students will:**

1. Respond to request for services in accordance with service agency's policies and procedures. (B.4.0)
2. Assist with data collection and evaluation under the supervision of an occupational therapist. (B.4.0)
3. Develop treatment goals under the supervision of an occupational therapist. (B.5.0)
4. Implement and coordinate intervention plan under the supervision of an occupational therapist. (B.5.0)
5. Provide direct service that follows a documented routine and accepted procedure under the supervision of an occupational therapist. (B.5.0)
6. Adapt intervention, environment, tool, materials, and activities according to the needs of the individual and his/her socio-cultural context under the supervision of an occupational therapist. (B.5.0)
7. Communicate and interact with other team members and the individual's family or caregivers in collaboration with an occupational therapist.
8. Maintain records and documentation required by work settings under the supervision of an occupational therapist.
9. Follow policies and procedures required in a setting.
10. Perform continuous quality improvement activities or program evaluation in collaboration with an occupational therapist.
11. Maintain treatment area, equipment, and supply inventory as required.
12. Function according to the AOTA code of ethics and standards of practice. (B.9.0.)
13. Monitor own performance and identify supervisory needs. (B.9.0.)
14. Identify and pursue own professional growth and development. (B.9.0.)
15. Participate in professional and community activities. (B.9.0)

**PROGRAM EVALUATION**

Every summer term, the program director and the faculty evaluate the academic and fieldwork components of the curriculum using formal and informal mechanisms. Every faculty teaching a full course is responsible for submitting evaluative data (course review form) to the program director at the end of the semester. The Academic Fieldwork Coordinator (AFWC) also submits an annual report containing students' performance outcomes in fieldwork rotations. The data

collected from these tools is analyzed and integrated as needed into the program strategic plan, with pertinent recommendations to enhance, improve, or modify the curriculum.

**REFERENCES**

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The American Occupational Therapy Association, Inc. (2008). Occupational therapy practice framework: Domain & process (2nd edition). Bethesda, MD.

2001 Florida Community College System Curriculum Framework. Retrieved on Sept 2, 2013 from www.mdc.edu/.../Frameworks/Colleges/DatabaseECommerce.pdf)

**BUDGET PROCESS**

The process for determining budget for the Occupational Therapy Assistant Program at Webber International University is as follows:

1. Based on results of program review, program's achievement of goals and outcomes, and dialogue between program faculty and advisory members, the Program Director and AFWC submits equipment and supply needs to the Academic Operations Coordinator who will in return complete documentations requesting said amount and submit the paperwork to the Dean of the College of Health Professions and Sciences (CHPS) who will review and upon approval send the request to the Campus President/Provost who will approve the request. Depending on the amount and nature of requested budget, the request will them be sent to the VP of Finance or to the President for final approval. Operational and recurring budgets are typically submitted to the Chair of CHPS and categorized using the Budget Request Form; one-time, capital budgets are submitted to the Board of Trustees for approval. Specific budget amounts are accounted for in the program's budget plan.

2. Budget requests entered in the budget form are reviewed and approved by the Dean of the College of Health Professions and Sciences (CHPS) and Campus President/Provost. Those that are submitted to the Board of Trustees are compiled with requests from other programs and are prioritized based on funding availability.

3. Overall, budget requests and needs are prioritized based on the strategic plan and college priorities and budgets are allocated to the various college units and departments.

## COST OF PROGRAM

The following is an **estimate** of the expenses for a resident of Florida to complete the five semesters of the professional curriculum. These expenses are subject to change without notice.

| Webber International University<br>Traditional Undergraduate Program Fees per Semester for the 2023-2024<br>Academic Year | |
|---|---|
| Summer Room/Board (per term) | $3,280 Dorm-Quad |
| Summer Room/Board (per term) | $2,465 Camilla Hall |
| Summer Room/Board (per term) | $2,425 Grace Hall |
| | |
| Tuition (12-16 hours) | $14,190 |
| Tuition (8-11 hours) $1050 per credit hour Tuition (1-7 hours) | $420 per credit hour |
| | |
| Dormitory (multiple occupancy) | $3,300 Grace Hall (male) |
| Dormitory (multiple occupancy) | $3,500 Camilla Hall (female) |
| Dormitory (single occupancy) | $5,300 Grace Hall |
| Dormitory (individual quad) | $5,700 Miranda/Rose/Stickler |
| Dormitory (single occupancy) | $6,100 Miranda/Rose/Stickler |
| Housing Deposit* | $150 |
| Registration Fee | $100 |
| International Deposit before issue of I-20 | $1,000 |
| Meal Plan A (all meals) ** | $2,800 |
| Meal Plan B (200 meals of choice) *** | $2,400 |
| Commuter Meal Plan | $450 |
| Commuter Block Meal Plan | $575 |
| Student Insurance (subject to change) | $1,410 (Athletic Only $549) |
| Books**** | $725 |
| Athletic & Recreation Fee | $130 |
| Student Services Fee | $130 |
| Online Tech Fee | $215 per course |
| **Tuition and Housing per Semester** | |
| Tuition | $14,190 |
| Dormitory (multiple occupancy) | $3300 Grace Hall |
| Housing Deposit* | $150 |
| Registration Fee | $100 |
| Meal Plan A (all meals) ** | $2,800 |
| Student Insurance (subject to change) | $1,410 |
| Athletic & Recreation Fee | $130 |
| Student Services Fee | $130 |
| **Total per semester** Domestic and International | **$22,210** |
| **Off-Campus Tuition per Semester** | |
| Tuition | $14,190 |
| Student Insurance (subject to change) | $1,410 |
| Commuter Meal Plan | $450 |
| Registration Fee | $100 |
| Fees | $475 |
| **Total per semester** Domestic and International | **$16,625** |

*PAID IN THE FIRST SEMESTER OF ATTENDANCE. FEE IS CARRIED UNTIL THE STUDENT EXITS THE DORM. THIS FEE IS REFUNDABLE PENDING DAMAGES OR OTHER FEES CHARGED.
**ALL FIRST YEAR STUDENTS MUST HAVE MEAL PLAN A IF THEY ARE IN THE DORMS.
***AFTER THE FIRST YEAR IN THE DORMS, THEY HAVE THE OPTION TO ELECT MEAL PLAN B.
****ESTIMATE ONLY
ALL OCCUPANTS OF THE DORM MUST BE ON EITHER MEAL PLAN A OR B.
FIRST YEAR STUDENTS MUST HAVE MEAL PLAN A.

## ENROLLMENT, RETENTION, GRADUATION, AND EMPLOYMENT

The program selects qualified candidates on a first-come-first-qualified basis. The maximum class capacity is 24.

<This section of the manual will contain data related to retention, graduation, and employment percentages>

## LICENSURE PASS RATES

<This section of the manual will contain the licensure exam pass rate for OTA Program students>

## SECTION 6: FACILITIES

### CAMPUS

A variety of services for students are available for students on campus. These include, but are not limited to counseling services, learning resources, disability services, financial aid, tutoring, international student assistance, scholarship information, and career services. Students should consult the university website (**www.webber.edu**) and/or the current catalog for a full description of available services.

### TEACHING, LEARNING, AND COMPUTING CENTER/LIBRARY

The Learning Commons was launched in the Fall of 2020 to provide resources that support students in their journey to academic success. Its resources include a computer laboratory with a networked printer, a quiet study zone, areas for group collaboration, a Writing Center, and a Tutoring Center. The Learning Commons also serves as the "gateway" to information for students, faculty, and staff of the University. The 100% electronic academic resource collection provides over 200,000 e-books as well as a vast assortment of video and audio files, images, and journal articles. The facility also houses the campus bookstore, where students can purchase textbooks, supplies, and Webber athletic merchandise. Also located in the building is the Café on the Commons, which offers Starbucks coffee as well as a breakfast and lunch menu.

### FINANCIAL AID

The purpose of all financial aid awarded at Webber International University is to provide monetary assistance to students who, without the receipt of aid, would be unable to begin or continue their studies at this institution. Types of financial aid include grants, loans, scholarships, and work study. Students must be accepted for admissions prior to being offered any type of financial aid. Students must reapply each year for financial aid. Students interested in pursuing financial aid can contact the Financial Aid Office. Additional information can be found on https://www.webber.edu/financial-aid/.

### STUDENT SERVICES

Webber offers a variety student services to its students. The following is a brief list of the services available for students:

- Academic advising
- Financial aid
- Registration and records
- Tuition and payments
- Career services
- Veteran’s services

- Disability support services
- Mental health counseling

**CAMPUS SAFETY AND SECURITY**

Knowing that intellectual growth and achievement require a safe and secure environment, the University maintains campus safety and security. Webber International University partners with Freeman Security personnel who are supervised by the Campus President / Provost to provide campus security services. The professional security staff provide 24/7 security patrolling of the campus grounds, act as first-line responders in emergency situations, and maintain close communication with local law enforcement, fire safety, and emergency response agencies. Additionally, they oversee and manage vehicle registration, guest registration, and compliance with 30 institutional policies and procedures, within the framework of federal, state, and local laws. In the case of campus-wide emergencies, Campus President/Provost and campus security use the campus emergency notification system to make all students, faculty, and staff aware of the emergency and how to respond effectively.

All members of our campus community must remain vigilant and take some simple precautions:

- Use the buddy system.
- Don't take unnecessary risks with personal safety. Always be aware of your surroundings.
- Report all suspicious persons or incidents to the Security Office (863-605-2499 or x 1433).
- Always safeguard and secure your personal belongings.
- Do not leave valuables in your vehicle. If unable to secure valuables, make sure they are not in view.
- Lock your vehicle and close all windows of the vehicle.
- If possible, secure the steering wheel with steering lock.
- If possible, invest in anti-theft vehicle alarm system.
- When leaving your vehicle, park in a well-lighted area, make sure your vehicle lights are off, keys are in your hand and all doors are locked.
- Do not leave valuables in parked vehicles.
- When approaching a parked vehicle, check the surrounding area for strangers.
- Make arrangements with the Security Office for escorts if needed.
- Report any suspicious incidents or individuals to the Security Office.
- Report all campus crimes you see.
- Never leave personal property unattended on campus.

Similarly, students should take the necessary precautions during their clinical affiliations. Students should familiarize themselves with the environment/physical location of their assigned clinical affiliations. In addition, they may ask the Academic Fieldwork Coordinator

(AFWC) or the Fieldwork Educator (FE) of the facility for any information that they need regarding the facility and its location.

**Health Sciences Building**

**ADL CLASSROOM ROOM**

Most OTA Program classroom lectures will take place in the activities of daily living (ADL) classroom (HSOT5). Students are encouraged to use all available resources wisely and with consideration for personal safety and proper care and maintenance of the occupational therapy equipment provided.

**SKILLS LABORATORY SPACE**

Most OTA Program laboratory classes will take place in the OTA skills laboratory. Recognizing the expense of the equipment contained in this laboratory, students are expected to adhere to the following policies:

1. The use of OTA equipment is restricted to the OTA Program faculty and the students enrolled in the OTA Program.
2. Students are expected to conduct themselves as though they are in the clinical setting. Inappropriately loud talking or joking, use of foul language, or other disruptive behavior will cause the student to be dismissed from the laboratory session and will result in disciplinary action.
3. Students are only authorized to use modality equipment or work with volunteers in the presence of an instructor. It is advised that the student utilize open laboratory time when an instructor is scheduled to oversee practice.
4. All volunteers must sign an informed consent that indicates that the sole purpose of the experience is for education and instruction. This form must be on file with the instructor prior to the volunteer being treated. Refer to the Informed Consent policy for more information.
5. When a volunteer is to be treated, the student will introduce himself or herself to the volunteer and explain the procedure. The student(s) will conduct themselves as they would in a clinical site. All volunteers shall be treated with the same respect and courtesy as patients in the clinical setting.

**ADMINISTRATIVE AND FACULTY OFFICES**

The College's Academic Operations Coordinator's office is in the same location as the office of the program director and the fieldwork coordinator and staff, which is currently housed in the Webber International University Alumni Building. Refer to the campus map on pg. 8.

**PROGRAM RESOURCES**

Program resources currently available include a variety of material and instructional aids. Webber International University shares electronic access to the DeTamble Library housed at St. Andrews University in the Laurinburg NC campus. The DeTeamble Library provides a full range of library services. A professional librarian and trained staff provide students, faculty, and staff with reference and information services. The librarian works closely with faculty to identify and purchase material needed to support the curriculum. The library provides access to more than 300,000 ebooks and 39,000 digital videos and nearly 100 online databases for research.

As mentioned before, Learning Commons located on Webber's campus includes large are with tables, chairs, and sofas for reading and studying, a computer lab with approximately 30 computers for student use, and several smaller study areas with table, chairs, and sofas for small group study, cooperative group work, and individual study. Students have access to wifi and printer access if needed.

## SECTION 7: OTA PROGRAM POLICIES and PROCEDURES

### ACCREDITATION POLICIES AND PROCEDURES

It is the institution's intent to assist the program in achieving compliance with the Accreditation Council for Occupational Therapy Education (ACOTE) according to established timelines. Therefore, the following procedures have been established. Therefore, the following procedures have been established. The Program Director of the OTA Program is the primary individual responsible to ensure the program complies with all policies and requirements established by ACOTE.

**Procedure for submission of accreditation fees**

1. Each year, the Dean of the College of Health Professions and Sciences shall verify with the Program Director the necessary fees for program accreditation. The Dean will establish the accreditation fee budget allocation for the upcoming fiscal year.
2. Two months prior to the due date of the accreditation fee, a requisition for payment of required fees will be submitted by the Program Director to the College's Academic Operations Coordinator.
3. The Academic Operations Coordinator will enter the requisition for processing of the Business Office and disbursement of payment within the timeline established by ACOTE.

**Procedure for reporting substantive program or institutional changes**

1. The Program Director, in collaboration with the Institutional Effectiveness Officer, will notify ACOTE of the substantive changes in the program or institution by the timeline established by ACOTE.
2. The Institutional Effectiveness Officer, in collaboration with the Program Director, will notify SACSCOC of any substantive changes in the OTA program in accordance with the substantive change policies of the Commission (e.g., adding a method of delivery to a program).

**Procedure for submission of documentation, substantive change(s) and/or any change in institutional accreditation status or legal authority to provide post-secondary education**

1. The Program Director will collect necessary data required by ACOTE that would include, but not necessarily be limited to, graduation rates, student performance on state licensing examinations, and employment rates.
2. The Program Director, in collaboration with AFWC, program faculty, and university administrators (as required), will submit all ACOTE required accreditation documentation including but not limited to, Self-Study Report, Interim Reports, Progress Reports, within the period of time designated by ACOTE.
3. Data will be submitted to ACOTE by the Program Director according to the reporting requirement timelines.

**Procedure for coming into compliance with accreditation criteria**

1. In the event that the program is found to be out of compliance with any accreditation criteria, the program will take immediate steps to develop and implement a plan to address the deficiencies.
2. The Program Director will be assisted by the program faculty and the Dean of the College of Health Professions and Sciences in the development of strategies and methods to achieve compliance. Institutional resources will be allocated to assist the program in achieving compliance.
3. If areas of noncompliance are identified in the report of ACOTE, a plan of correction and subsequent progress reports are required. Areas of noncompliance must be corrected within the period of time specified by the U. S. Department of Education (USDE) criteria:
    a. 12 months if the program is less than one year in length;
    b. 18 months if the program is at least one year in length, but less than two years in length; or
    c. two years if the program is at least two years in length.

## ADMISSION PROCEDURE FOR THE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

The purpose of this section is to provide criteria and guidance for implementing the application and admission process for the Occupational Therapy Assistant Program at Webber International University.

**Prerequisites:**

OTA required prerequisite courses (the foundational phase of the program) must be completed prior to admission to the Occupational Therapy Assistant (OTA) Program. Webber students should declare Pre-OTA status during the first semester of the foundational phase of the program. The required prerequisite courses are as follows:

- ENG111 English Composition 1 (3 crs)
- ENG112 English Composition 2 (3crs)
- ENG280 Foundations of Rhetoric (3 crs)
- HUM Any Humanities approved for Gen Ed (3 crs)
- MAT121 College Algebra (3 crs)
- MAT225 Introduction to Statistics (3 crs)
- PSY101 Introduction of Psychology (3 crs)
- HSC254 Basic Principles of Disease (3 crs)
- BIO120 Medical Terminology (2 crs)
- BIO221C Human Anatomy & Physiology I (4 crs)
- BIO222C Human Anatomy & Physiology II (4 crs)

**Admission Guidelines:**
The BSOTA program requires a separate application to the professional phase of the Program. To be considered for admission to the BSOTA Program, applicants must satisfy the following requirements at the time of application during the intended year of entry into the program.

- Applicant must be formally admitted to Webber International University.
- The applicant MUST successfully complete all foundational required prerequisite courses with a grade of **C or better**.
    - Students completing their prerequisite courses at other academic institutions need to confirm that all courses are equivalent to Webber's required prerequisite course list and submit transcripts from all institutions attended.
- Have a **minimum** cumulative **GPA of 2.5 or higher**
- Complete the application to the BSOTA Program through the Occupational Therapy Assistants Centralized Application Services (OTACAS) website (https://otacas.liaisoncas.com/applicant-ux/#/login).

**Application Windows:**

- Before June 1st for Fall admission
- Before October 31st for Spring admission
- Linkage students: before May 1st for Fall admission
- Linkage students: before September 30th for Spring admission

**Application Process**

The BSOTA program application is completed through the Occupational Therapy Assistants Centralized Application Services (OTACAS) website. The application cycle for OTACAS opens late July and closes beginning of June of the following year.

**Step 1:** Students need to create an OTACAS account at https://otacas.liaisoncas.com/applicant-ux/#/login (minimal fee required).

**Step 2:** Once the OTACAS account is created, students can log in and complete the following information and required forms:

- ***My application page*** (personal information, academic history, etc.) – Profile page
- ***Shadowing/Healthcare Observation Hours***: Upload the ***Observation Hours Verification Form*** (as PDF documents) - Applicants are required to complete AT LEAST **12 hours** of supervised observation OR complete the approved observation alternative method provided by the BSOTA faculty prior to the time of application into the BSOTA program. Hours must be documented on this form.
- ***Essential Requirements Form*** (as PDF documents) - This document describes the essential physical, cognitive, psychological, and emotional abilities that an applicant needs to successfully perform the roles, tasks, and responsibilities of an occupational therapy assistant.
- ***History of Convictions/Felony Form*** (as PDF documents) - Applicants are required to complete this form to disclose if there is any prior history of convictions and/or felonies. Failure to submit this form will automatically result in your disqualification for admission into the program.
- ***CV/Resume*** - Include your most recent resume (as PDF file) describing your employment history and/or volunteer service in health care or community-based settings.
- ***Transcripts*** – Unofficial copy of student's academic transcripts (as PDF file).

**Note:** No application is considered until all necessary Webber International University admission documentation (application to Webber International University, high school transcripts, college transcripts if applicable, residency paperwork, etc.) has been received and processed by the Registrar's Office. In addition, applications are not accepted outside of the stated application windows.

*For prospective Linkage Program Applicants:*

1. A total of **three** seats are allocated on a first-come-first-qualified basis to Linkage Program applicants.
2. Preference will be given to the student with the higher GPA if more than one qualified applicant from the same institution applies for the same seat.
3. Unused linkage slots will revert to native applicants.

*For all other prospective applicants:*

1. The remaining **twenty-one** seats are allocated to qualified local applicants.
2. Up to **ten** additional applicants are designated as **alternates**.

**Screening and Selection Process**

1. The BSOTA Program Director or designated faculty will access OTACAS website and retrieve completed applications and supporting documents at the end of the application window for both Fall and Spring admission cycles.

2. Student files will be created to include the required documents.

3. The OTA Program Director and designated faculty will complete an initial screening of all applicant information and required documents to ensure all admission requirements are met.

4. The student files and screening forms are presented to the OTA Program Admission Committee consists of the OTA Program Director, another OTA Program faculty, an allied health faculty, and two Advisory Committee members. The Admission Committee will confirm the results of the screening and declare the roster to be in its final version. No changes can be made to the final version of the roster of applicants except upon discovery of an error. The decision of the Admission Committee is final and not subject to any appeal.

5. Acceptance emails will be sent to the admitted applicants within two weeks after the Admissions Committee has completed the confirmation process. The email will provide the admitted applicants instructions to reply to their acceptance email indicated their acceptance of their seat in the BSOTA Program. Emails will also be sent to those applicants on the "alternates" list indicating their status as alternates.

    i. Emails will also be sent to students who were not accepted to the program or selected as alternates with explanation for why they were not accepted.

6. In the event that less than the maximum program capacity have completed all the admissions requirements, notifications will be sent to students who may still be working

on completing their admission requirements. The email will state that admission to the program is contingent upon completion of all program admission requirements by specified date. The first-come, first-qualified procedure will be used to determine the applicants who will be offered admission to the program.

7. Accepted students will be given a specific date to respond to the acceptance email to reserve a place in the class. Students who do not respond by the deadline will be withdrawn from the acceptance list and they will be required to reapply to the program if they choose to reenter the program at a later date.

8. The admission process will take place without regard to the candidate's race, color, national origin, gender, religion, disability, age, veteran status, or marital status.

9. Applicants will be advised that if there has been an arrest or conviction for any offense other than a minor traffic violation, the Florida State Board of Occupational Therapy Practice has the authority to deny an Occupational therapy assistant license. Using the history of convictions form, student applications must certify in writing that there is no history of convictions that may preclude them from future licensure in the State of Florida. Admission to the Occupational Therapy Assistant program will, however, in no way imply a similar decision regarding the applicant by the Florida State Board of Occupational Therapy Practice to allow the potential graduate to sit for the licensing examination. If an accepted student is found to have falsely informed the program of a previous criminal record or conviction in his/her application, the student will automatically be dismissed from the program.

10. A file will be maintained by the Program Director on all OTA Program applicants officially admitted in the program for a period of three years.

## STUDENT CONDUCT POLICY

The OTA Program adheres to Webber International University's policies and procedures concerning student conduct as outlined in the Webber International University student handbook. If there are any questions or clarifications needed, please contact the OTA faculty.

This is a professional program, and students are expected to conduct themselves ethically and professionally during all classes, laboratories, scheduled field trips and professional meetings. Students demonstrating inappropriate behavior, as outlined and defined in the student handbook during any of these times, will be given a penalty. For additional information, please refer to the student handbook. Please note that the most serious penalty for unacceptable behavior is expulsion from the University.

Professional standards of conduct also include presenting a professional appearance and behaving in a professional manner as outlined later in this manual. Professional behavior and appearance are expected when the student is representing the college or the program in any activity or in any situation in which the student is identifiable as a Webber International University OTA student, whether on campus or in the community. Any action which is considered detrimental to the image and reputation of the occupational therapy profession, the college, or the program is considered unprofessional conduct. This includes postings on social networks such as Instagram, Facebook, Snapchat, online chat rooms and forums, and any other electronic media.

All Webber International University OTA students will be subject to disciplinary action if it is determined that they have in any way participated in the distribution or disclosure of any pictures, videos or other information that is deemed to display or disclose material that is immoral, indecent, illegal, unethical or otherwise inappropriate and that relates to or was obtained in conjunction to said student's course of study in the College's OTA Program. All students are expected to respect the rights, privacy and dignity of all those with whom they interact as a student of this Webber, and that students conduct themselves appropriately. Any infractions will be reflected in the student's professional behavior evaluation for the specific term that the infraction was committed. Should the incident occur in between semesters, the infraction will be reflected in the students' professional behavior evaluation for the upcoming semester.

Because of the service nature of the profession, the American Occupational Therapy Association has issued Standards of Ethical Conduct for the Occupational therapy assistant. Students enrolled in the OTA Program are expected to practice these standards during all classroom, laboratory, scheduled field trips and clinical activities, as indicated.

**ETHICAL BEHAVIOR EXPECTATIONS OF STUDENTS**

Students shall:

1. Use their own knowledge to write major papers or compile research information. They shall not plagiarize, quote, or copy other person's works without giving proper recognition as stated in a standard manual on style.
2. Respect the opinions of instructor and other learners. They shall not insult, slur, or degrade instructors, other health professionals or students.
3. Respect the limited resources of textbooks, library books, reprints and journals. They shall not mutilate, deface, damage, or withhold resources for their own use.
4. Conserve limited resources by using only supplies needed for completion of assignments and maintain equipment in good working order. They shall not waste supplies or misuse equipment.
5. Assist in maintaining class and laboratory rooms in good order. They shall not leave these rooms in disarray, disorder, or dirty upon completion of their assignment in each room.
6. Observe all safety procedures when working with patients and equipment whether in class,
7. clinic, or patient's home. They shall not endanger the safety and welfare of patients, other students, faculty, and staff, or themselves.
8. Observe all policies and procedures established by the OTA Program and all clinical education facilities.
9. Respect the confidentiality of patient information regardless of the source (patient, therapist, records, charts). Students are not to repeat information outside the classroom, clinic or facility.
10. Protect the property and property rights of the facility, clinic and patient. They shall not remove or borrow property without permission and shall not damage or misuse property while in the facility, clinic or home.

## CHEATING AND PLAGIARISM POLICY

Students are responsible for their own work. It is assumed that each student is honest and will abide by this standard. However, in the event that there is an indication or suspicion that there has been a case of *cheating/plagiarism*, the situation will be dealt with in accordance with published College policy.

**Cheating** is defined as the giving or taking of any information or material with the intent of wrongfully aiding oneself or another in academic work considered in the determination of a course grade.

**Plagiarism** is defined (Black's Law Dictionary, Revised Fourth Edition) as "the act of appropriating the literary composition of another, or parts or passages of his writings, or the ideas or language of the same, and passing them off as the product of one's own mind." Plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any printed source, and paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a student's assignment.

The following items have been identified as a partial list of examples of cheating and/or plagiarism by the faculty and students at Webber International University:

1. Asking for information from another student during a test situation.
2. Copying answers from another's paper during a test situation.
3. Knowingly letting someone copy from one's paper during a test situation.
4. Using sources other than what is permitted by the instructor in a test situation.
5. Copying material exactly or essentially from outside sources while omitting appropriate documentation.
6. Copying or falsifying a report of a laboratory, clinical project, or assignment without doing the required work.
7. Changing answers on a returned graded test in order to get the grade revised.

Cases of cheating and/or plagiarism will be examined individually by the faculty. The penalty for cheating and/or plagiarism in the OTA Program is **failure in the course**. A grade of “F” will be issued for the course.

All work on the OTA courses should be original. As such, this policy also applies to submission of work already used in another course, the same course, or another internship rotation.

**Artificial Intelligence Statement**

The use of Artificial Intelligence tools presents opportunities and challenges in the academic realm. Like all tools, it can be used properly and improperly; there are some uses which always run counter to the educational mission of the institution and constitute cheating. Namely,

students turning in as their own work essays, homework assignments, exam answers, to name a few, that were written completely or in part by Artificial Intelligence tools without proper citation constitutes an academic
integrity violation.

Students are required to follow individual professor's guidelines provided on the use and documentation of Artificial Intelligence tools. Students may be asked to state what program was used, how it was used, and the date it was used. Failure to follow a professor's guidelines on Artificial Intelligence tools will constitute an academic integrity violation.

**OTA PROGRAM DRESS CODE POLICY**

**Note:** Guidelines for dress codes are not meant to be imposing, punitive, arbitrary, nor restricting. They were developed with the purpose of assisting each student to learn and adopt professional dress codes enforced in the clinical settings and develop professional behaviors necessary for a successful career in healthcare.

The dress code policy will apply to both lecture and laboratory sessions and **whenever a student is in the facility**. Instructors will provide guidance to the students if alternative attire will be required for a class session or activity. However, the alternative attire must be worn only during that particular instructor's session. Anyone who is in violation of the program's dress code policy will be sent out of the classroom and will not be readmitted to class until the student adheres to the dress code policy.

**DRESS CODE FOR CLASSROOM, LABORATORYORATORY, and CLINICAL ROTATIONS**

- Black scrubs
- Neutral colored sneakers or shoes (no open toes or heels, no slip-ons, no crocks).
- Webber student ID badge must be worn at all times.
- Minimal jewelry (no dangling earrings, no dangling bracelets, no dangling necklaces) – stud type earrings in ears only are permitted (no pins, bars or gauges).
- No visible body piercing (eyebrows, ears, nose, lips, tongue)
- No visible tattoos
- No hats, hoods, beanies, or headdresses are to be worn inside buildings unless required by religious guidelines.
- Hair and beards
    - Hair should be clean & neatly groomed, conservative styled; long hair should be tied back away from the face with plain ties or headbands (bows are not permitted).
    - Natural colored hair is permitted (un-natural or stylish colored hair such as blue, purple, pink, green, multicolored, etc is not permitted)
    - Beards / mustaches must be clean & neatly groomed/trimmed at all times (must not inhibit proper fitting of personal protective equipment (PPE)).
- A watch is recommended (smart watches are acceptable). Students may be asked to remove smart watches during certain testing situations.
- Make-up, scents, personal hygiene
    - Minimal make-up (artificial eyelashes are not permitted)
    - Avoid perfumes, body sprays, aftershave, or heavily scented lotions.
    - Fingernails should be kept trimmed short and free from brightly colored polish; acrylic or artificial nails are not permitted.
    - Good personal and oral hygiene is expected. Daily bathing and use of deodorant is required. Offensive body and/or mouth odor is unacceptable. Students who smoke must ensure there is no tobacco odor on clothing or

breath. Students who exercise or engage in sports between classes should make arrangements to ensure personal hygiene is maintained before returning to class.

## ATTENDANCE POLICY

Absenteeism and tardiness are strongly discouraged. Absences of more than 3 days of scheduled contact hours are unacceptable and considered excessive, which will result in the withdrawal of the student from the course with a "W" grade before the withdrawal date. After the withdrawal date, a student may receive an "F" grade for the course for excessive absences 3 or more.

Tardiness is disruptive to other students and the instructor if student enters a classroom late. OTA students should make every effort to be on time for all classes. Classes do start on time and assignments are typically required to be turned in at the beginning of the class and/or quizzes or tests may also be given at the beginning or at the end of each class. Students should read the syllabus for each class for the instructor's policies on tardiness, attendance, and make-ups for assignments, quizzes, or test.

Similarly, leaving early from classes is discouraged. The instructor will monitor the number of times that a student leaves early from his/her class and the incident will count towards an absence.

If a student is unable to attend class as scheduled, the student is responsible to notify the professor by email at least one day prior to the start of class to notify the professor and submit any required documentation.

**Rescheduling of Classes / Changes in Schedule**

Occasionally, classes will need to be rescheduled. Efforts will be made to reschedule at a time when the majority of students can attend. If possible, the rescheduled time will be listed on the course outline provided at the beginning of each semester. Each instructor reserves the right to change the class schedule, due dates for assignments, and all other dates and times related to the course and/or program at his or her discretion.

## ACADEMIC STANDARDS AND PROGRAM COMPETENCY REQUIREMENTS

The OTA Program has established the following requirements for successful progression and completion of the curriculum:

**General Academic and Laboratory Competency:**

1. A student must earn a minimum grade of "C" or better in each OTA and general education
   course attempted.
2. The grading scale for all courses in the academic and clinical phases of the program is as
   follows:

| | | |
|---|---|---|
| 100-93 | = | A |
| 92-84 | = | B |
| 83-75 | = | C |
| 74-66 | = | D |
| Below 66 | = | F |

3. A student may not fail more than one course in this program because the academic/clinical skills build upon concepts/skills learned in previous courses. Failure of more than one course in the program will result in dismissal from the program.
4. If a student fails a course, he/she will not be allowed to continue any other OTA core courses until the failed course is repeated successfully with a "C" or better. The student may repeat the failed course during the next term offered. Failure to pass the repeated course will result in permanent dismissal from the program.
5. A student will be allowed up to four (5) years to complete the entire program.
6. A student who decides to withdraw from the program and later decides to re-enroll will be required to repeat the OTA courses already completed if there has been a lapse greater than a year from the time of withdrawal.
7. A student who re-enrolls within a year after withdrawal from the program may be required to audit specific sessions of OTA courses and be tested for specific skills, depending on the student's previous academic status and level of competency. The student must show competency of ***at least 75%*** in the skills being assessed. Failure to demonstrate a 75% competency level will result in the student being required to repeat the entire course.
8. A student transferring from another institution will be subject to the rules described in items #6 and #7 of this section. The Program Director will assess content of general and OTA core courses to determine equivalency and appropriate placement within the program sequence.
9. A student who feels there are extenuating circumstances, which warrant an exception to the stated academic standards, may appeal to the review committee

through the Program Director. Members of this committee are the Dean of the College Health Professions and Sciences, the Chair of the College of Health Professions and Sciences, the OTA Program Director, a College of Health Professions and Sciences faculty (not from the OTA program), and Webber faculty member.

   a. If re-enrollment is recommended by the review committee, the Program Director will arrange the student's enrollment into a specific class.
   b. If enrollment is not recommended, the student has the right of appeal through the Weber International University Appeals Process as outlined in the Webber International University Student Appeal Complaint Policy as outlined in the Webber International University Catalog.

10. A student's enrollment in the OTA Program may be discontinued at any time, if the student is judged not suitable for an OTA career. This judgment must be based on specific circumstances related to the student's ability to function safely, ethically, professionally, and legally as an occupational therapy assistant.
11. All OTA Program laboratory courses have objectives for which the student must show competency of at least 75% (passing score for all practical examination), in order to successfully move to the next curriculum level. Competency skills testing is given during the practical tests in order to ensure that students are prepared to safely and correctly perform the clinical procedures learned throughout the semester.
12. Students are allowed to retake a failed practical laboratory examination two (2) times. Should a student fail a practical exam, the following procedure will be followed:
    a. **First Re-Take** – If the student passes the first re-take, the score for the examination will always be 75%, regardless of any higher score obtained by the student. The score from the original failed examination will be eliminated and the score from this first re-take examination will be added on the grade record for this exam.
    b. **Failing First Re-Take –** If the student fails the first re-take, he/she will have to complete additional remedial training as assigned by the instructor to improve performance. Once the remedial training is completed, the student may re-take the examination for the second and last attempt.
    c. **Passing Second Re-Take –** If the student passes the second re-take, the score for the examination will always be 75%, regardless of any higher score obtained by the student. The score from the first re-take examination will be eliminated and the score from this second re-take examination will be added on the grade record for this exam.
    d. **Failing Second Re-Take** – Failure to pass the second re-take will result in failing the course with an "F". The student will be required to repeat the course the next time it is offered. This may delay the student in progressing through the program.
    e. Students may re-take no more than two practical laboratory examinations within any given course.

13. Practical examinations are formal tests of student competency and may involve completing a mock patient treatment session. Practical examinations may be scheduled during or outside of regularly scheduled laboratory times. Prior to the examination, instructors will provide the criteria for grading and the range of skills to be tested on the practical examination, but not what will specifically be asked during the examination.
    a. It is the student's responsibility to notify the instructor **prior** to the date of a practical examination if going to be absent, or as soon as an emergency allows. The instructor may require written proof of the need to be absent.
    b. Specific critical safety components are marked in the grading rubric used for a practical examination. Failure to appropriately perform the designated critical safety components of each laboratory practical will result in failure of the entire laboratory practical, regardless of the total percentage score.

## RE-APPLICATION TO THE PROGRAM AFTER VIOLATION OF ACADEMIC OR PROFESSIONAL BEHAVIOR STANDARDS

This policy regarding re-enrollment / re-admission to the OTA Program will apply to students who have been dismissed from the OTA Program due to a violation of the academic or professional conduct/behavior standards or a student in dismissal status from another OTA program or other health-related program involving patient care at Webber International University or other institutions.

If a student is dismissed from the OTA Program because of violation of the academic or professional conduct / behavior standards, that student may request permission from the Admission Committee to reenter the OTA Program three (3) years from the completion date of the last OTA course attempted, provided that the student meets current admission criteria and with the following provisions:

1. The student submits a current Webber International University transcript and letter of request to the OTA Program Director along with the other required application materials during the acceptance period for the desired entrance date.

2. The student addresses the following concerns in the letter of request:
    a. Actions taken by the student to promote future academic success.
    b. Actions taken by the student to address non-academic reasons for failure.
    c. Written acknowledgment on the part of the student that it is understood that the student will begin the OTA Program as a new OTA student regardless of the student's previous OTA Program courses completed or the grade previously achieved in these courses.
    d. Written acknowledgment by the student that it is understood that submitting this request does not imply approval of the request.
    e. Written acknowledgment by the student that it is understood that this request may be submitted only one time.
    f. Written acknowledgment by the student that it is understood that the decision of the Admission Committee is final.

3. Criteria upon which the Admission Committee will base its decisions regarding a former student's readmission will include, but is not limited to, the student's:
    a. Previous clinical performance.
    b. Previous class attendance.
    c. Demonstrated communication skills.
    d. Demonstrated interpersonal relationships.
    e. Actions identified in 2. (a) and (b) of the letter of request.
    f. An overall assessment of the student's potential for success.
    g. Endorsement for return to the OTA Program by a majority of the OTA Program faculty.

4. The Admission Committee's decision regarding a student's re-application to the program will be communicated to the student through the OTA Program Director in a timely fashion to allow the student to reapply during the application period for the respective year.

## DISCIPLINARY ACTION PROCESS

A student's enrollment in the program may be terminated at any time if the student is judged unsuitable for an OTA career. This judgment will be based on specific circumstances related to the student's ability to adhere to Webber International University & OTA Program rules and regulations, standards of conduct, and codes of ethics. The following steps will be followed to address student disciplinary issues:

### First Incidence

1. Students will meet with the program director and the program course instructor to discuss the behavior and will receive a **verbal warning**.
2. The student, program director, and/or faculty member will develop an academic, behavioral, or clinical plan depending on the nature of the incident. The plan will focus on the areas needing improvement, specific behavioral, academic, and/or clinical goals and objectives, and specific timeframes. In addition, consequences for the student not meeting the goals and objectives of the plan are included. This plan is documented on the Academic/Clinical Intervention Form and is filed in the student's file.
3. The student will receive a copy of the established plan.
4. Faculty will be made aware of students' behavior and will be requested to monitor students' performance closely during the semester.
5. Faculty are to report student's progress to the program director and/or Academic Fieldwork Coordinator (AFWC) on a regular basis and, if unsuitable behaviors occur, as soon as possible.
6. If the incident is related to conduct or professional behavior, this verbal warning will be reflected in the appropriate areas of the Professional Behavior Evaluation for the current semester.

### Second Incidence

1. If student continues to exhibit unsuitable behavior (regardless of whether it is related to the first incident or not and regardless of the time between incidences) the student will meet with the program director and course instructor and receive a **written warning**.
2. The student, program director, and/or faculty member will develop an academic, behavioral, or clinical plan depending on the nature of the incident. The plan will focus on the areas needing improvement, specific behavioral, academic, and/or clinical goals and objectives, and specific timeframes. In addition, consequences for the student not meeting the goals and objectives of the plan are included. This plan is documented on the Academic/Clinical Intervention Form and is filed in the student's file.
3. The student will receive a copy of the written warning notification / plan.
4. Faculty will be made aware of students' behavior and will be requested to monitor students' performance closely during the semester.
5. Faculty will report student's progress to the program director on a regular basis, and if unsuitable behaviors occur, as soon as possible.

6. If the incident is related to conduct or professional behavior, this verbal warning will be reflected in the appropriate areas of the Professional Behavior Evaluation for the current semester.

**Third Incidence**

1. If student continues to exhibit unsuitable behavior (regardless of whether it is related to the first incident or not and regardless of the time between incidences), the student will meet with the program director, AFWC, course instructor, and the dean (as needed) to discuss the student's behavior.
2. The program director will place the student on **probationary status** for the rest of the program. Students will be made aware that any recurrence of unsuitable behaviors during this probation period (whether it is related to the first incident or not and regardless of the time between incidents) will result in dismissal from the OTA Program.
3. The student, program director, and/or faculty member will develop an academic, behavioral, or clinical plan depending on the nature of the incident. The plan will focus on the areas needing improvement, specific behavioral, academic, and/or clinical goals and objectives, and specific timeframes. In addition, consequences for the student not meeting the goals and objectives of the plan are included. This plan is documented on the Academic/Clinical Intervention Form and is filed in the student's file.
4. The student will receive a copy of the probationary status notification / plan.
5. Faculty will be made aware of students' behavior and will be requested to monitor students' performance closely during the semester.
6. Faculty will report student's progress to the program director on a regular basis, and if unsuitable behaviors occur, as soon as possible.
7. If the incident is related to conduct or professional behavior, this verbal warning will be reflected in the appropriate areas of the Professional Behavior Evaluation for the current semester.

**Dismissal from the Program**

1. If the student is not successful in meeting the goals and objectives of the behavior, academic or clinical plan, a meeting will take place with the OTA program director, AFWC, course instructor, and the dean (as needed). The specific rationale for dismissal will be discussed and documented on the Academic/Clinical Intervention form and filed in the student's file.
2. If dismissal from the program is decided, the OTA Program Director will draft a formal letter of dismissal stating the rationale for the dismissal from the program.
3. The student is responsible for officially terminating courses at the Registrar's office within a week of the dismissal date.
4. The student is responsible for returning any equipment and/or materials borrowed from the program, including his/her badge, within a week of dismissal.
5. The program director will follow up with the Registrar's office within a week of the student's dismissal date to ensure the student's withdrawal from the program.

**Appeals Process**

1. A student who feels that extenuating circumstances warrant an exception to the stated academic standards or who wishes to appeal may request the OTA Program Director to arrange a meeting with the Review Committee to appeal the decision.
2. The review committee is composed of: Dean of the College Health Professions and Sciences, the Chair of the College of Health Professions and Sciences, the OTA Program Director, a College of Health Professions and Sciences faculty (not from OTA program), and Webber faculty member.
3. If the Committee recommends re-enrollment, the Program Director will arrange for the student to enroll in a specific class.
4. If enrollment is not recommended, the student has the right to appeal through Webber International University's formal appeals process (see Webber's Student Handbook "Procedure for Appeals" for details of this process).
5. A student under investigation will not be allowed to continue his/her academic/clinical work until the Review Committee makes a final decision.

## GRIEVANCE PROCESS

**Procedure for handling complaints against the program or program faculty**

1. A student may request a meeting with the OTA Program Director to voice concerns, suggestions, or complaints regarding any aspect of the program. Meetings are confidential.
2. The student must complete a Grievance Form (included in this manual) and submit the form to the Program Director (the student is encouraged to keep a copy of the written statement). The Program Director then makes arrangements to meet with the student as soon as possible to discuss the issues and/or reply with a written response.
3. A written plan of intervention will be discussed with the student to resolve the issues, and a follow-up meeting will be held to review the situation.
4. If a reasonable resolution of the issue(s) is not reached, the student may request a meeting with the Review Committee (composed of the Dean of the College Health Professions and Sciences, the Chair of the College of Health Professions and Sciences, the OTA Program Director, a College of Health Professions and Sciences faculty (not from OTA program), and a Webber faculty member. The Committee will set a time to meet with the student as soon as possible and attempt to resolve the issue(s).
5. If the student is not satisfied with the Review Committee's decision, they may wish to appeal through Webber International University's formal appeals process (see Webber's Student Handbook "Procedure for Appeals" for details of this process).
6. Any documentation pertaining to the grievance process and meetings held with the student will be filed in the student's file.
7. Any grievance procedures pertaining to a student's appeal of a disciplinary action taken against her/him will be examined confidentially between the student and the Review Committee. If deemed necessary, the student may bring an impartial third party not directly involved with the OTA Program. To ensure confidentiality, the third party must be a Webber International University staff member.

**Procedure for handling complaints that fall outside due process**

The intent of the program is to ensure that institutional policies, procedures, and practices protect the rights and privileges of persons associated with the program. Persons associated with the program, such as representatives of clinical sites, employers of graduates, and the public, may contact the program with a complaint. The following procedures have been established for consideration of complaints that fall outside due process:

**Initial screening of the complaint:**

1. Any inquiry about filing a complaint about the program will be recorded as it is received by the Program Director, the Chair or the Dean of the College of Health Professions and Sciences. If other faculty or staff members receive such inquiries, they will be referred to the Program Director or the Dean.

2. An informal resolution of the complaint will be attempted.

**Formal complaint:**

1. If an informal resolution is unsuccessful, the complainant will be requested to provide a written and signed description of the complaint.
2. Within two weeks of receiving the complaint, the Program Director and the Dean will acknowledge receipt and provide the complainant with the anticipated time frame for reviewing it.
3. The Chief Academic Officer and Campus President / Provost will be notified regarding the complaint.
4. If the complaint relates to a program policy or procedure, written documentation of such policies and/or procedures will be provided to the complainant.
5. The Program Director and Dean of College of Health Professions and Sciences will investigate the complaint and review relevant documents and materials related to it.
6. Changes in policies and procedures will be considered, as indicated.
7. Legal counsel may be consulted to assist in determining an appropriate approach to resolution of the complaint.
8. The Program Director or Dean will inform the complainant of the results of the complaint's consideration, including any action or response taken.
9. A record of the complaint about the program, including the nature of the complaint and the disposition of the complaint, will be maintained by the institution for no less than three (3) years.

## ACADEMIC ADVISING

The OTA Program Director, AFWC, and program faculty are responsible for academic and fieldwork advising for OTA students.

**Academic coursework and the Baccalaureate Project performance**

- OTA faculty provide academic advising in their respective courses. Most often this occurs following the first set of exams for the semester but may occur several times throughout the semester in order to assist students to improve their academic performance. The faculty will provide guidance and advice on how to improve performance (time management issues, study strategies, remedial or review work, etc) in the course and / or discuss observations of the faculty about student performance or issues. Students are also encouraged to schedule meetings with instructors, as needed, with questions, concerns, and ideas.
- OTA faculty / Capstone Coordinator will work closely with OTA students completing their Baccalaureate Project to provide guidance, feedback, and assistance to the students to ensure the project is successful and on track. Regularly scheduled update meetings will be scheduled with each student.

**Professional Behavior**

- Program faculty are to monitor students' professional behavior based on program policies and standards of professional behavior. Faculty will hold individual informal feedback meetings when they observe a behavior or pattern of behavior that falls outside the program's expectations.
- In addition, at mid-term and at the end of each semester, each faculty member completes the Professional Behavior Evaluation Form for each student. The Program Director then meets with each student individually to provide feedback based on the Professional Behavior Evaluation ratings and comments.
- The final professional behavior evaluation rating is recorded in the gradebook and is counted as a percentage of the overall grade for each course.

**Fieldwork performance**

- The Academic Fieldwork Coordinator (AFWC) is the primary faculty member responsible for providing feedback to students during fieldwork experiences. The AFWC has established procedures and timelines for each fieldwork experience in which they assess students' fieldwork performance and provide feedback and guidance to improve performance where needed.
- The AFWC will collaborate when needed with the program director and/or fieldwork educator to provide feedback to students as well.

**Program Advising**

- The Program Director meets with each OTA student at least once per semester for guidance and advisement in regard to curriculum planning and progress. These

curriculum advising sessions assist students in planning for registration for the upcoming semester, complete graduation audits, and assist students to stay on track for program progress.

## WITHDRAWAL POLICY

Students considering withdrawal from the program should discuss this matter with the OTA Program Director. Exceptions may be made in cases of extended illness, hospitalizations, death of a family member, etc. Each circumstance will be reviewed by the Program Director, who will have the authority to grant an exception as deemed appropriate. Withdrawal from the program is a formal procedure and requires students to communicate with several departments across the university. The Program Director and student will need to communicate with the Registrar's office to withdraw from courses, notify Dir of Retention, and communicate with the Financial Aid and Business Office of the university to discuss any outstanding financial matters. Students should follow the Webber International University Withdrawal Policy found in the Student Handbook and University Catalog.

## LEAVE OF ABSENCE

Various circumstances may result in a student being unable to complete all program courses sequentially. Students may request or require a one-time leave of absence (LOA) for personal or academic reasons. The maximum period of a leave of absence is one year. Students who are granted a leave of absence will meet with the Program Director and AFWC to create an academic/curriculum plan that will help them stay on track with the program requirements upon their return. Students requesting re-entry may be required to take written or performance examinations before reacceptance for program enrollment. Upon demonstration of preparedness to re-enter the program (75% competency level), the student will continue/follow the curriculum planned established for them at the time the leave of absence was requested. Only one such LOA and re-entry into the program will be granted per student.

If a student does not return to the program within one year of taking a leave of absence, the student will be officially withdrawn from the program. If he/she subsequently wishes to enroll in the program again in the future, a new program application must be submitted during the regular application period. The application will be considered along with all other new applicants to the program at that time, and if accepted, the student will need to begin program courses sequentially from the first semester.

Similarly, a student may return to the program from a leave of absence but not successfully complete the remaining program requirements. If the student wishes to enroll in the program again, the student must submit a new program application during the regular application period. The application will be considered along with all other new applicants to the program and, if accepted, the student will need to begin program courses sequentially from the first semester.

Students considering the leave of absence option are advised to meet with the Program Director to discuss academic and clinical implications before requesting a leave of absence. Students may also need to meet with the Financial Aid office and Registrar's office discuss implications related to those departments before making the decision to request the leave of absence.

## PRIVACY/CONFIDENTIALITY POLICIES

### Patient's Privacy Policies

It is the policy of the Webber International University OTA Program to respect the privacy of its students, staff, faculty, members of the public, and patients who participate in clinical or laboratory experiences. Students will follow the Health Insurance Portability and Accountability Act of 1996 (HIPAA) regarding patient rights to privacy and confidentiality in all settings.

### HIPAA Policy

Patients have rights to privacy and confidentiality. Under the HIPAA guidelines, only communication about patients necessary to provide, manage, and coordinate care is permitted. To ensure that students and faculty of the OTA Program understand the importance of this law, the following program policy is enacted:

1. Students engaged in clinical education are in facilities for the purpose of learning, and function under the direction or oversight of the employees who are part of the workforce. When Webber International University OTA students are functioning within an institution for the purpose of education, they are part of the "workforce entity".

2. Such activity is covered in the section on Health Care Operations (45 CFR 164.501):
    a. "Reviewing the competence or qualifications of health care professionals, evaluating provider and health plan performance, training health care and non-health care professionals**,** accreditation, certification, licensing, or credentialing activities;"
    b. Under General Provisions (45 CFR 164.506):
    c. "A covered entity may, without the individual's authorization: Use or disclose protected health information for its own treatment, payment, or health care operations."

3. Students will only use patient information as it pertains directly to patient care and student learning. Students will abide by the requirements of "Confidentiality Agreement" form. Failure to abide by the HIPAA policy and the confidentiality agreement may result in dismissal from the program.

### Student Privacy Policies

### Student academic record policy

**1.** Webber International University has designated certain data as public or private. For details of this policy, see the Webber International University Academic Catalog**.**

2. In keeping with Webber International University Privacy Policy, the OTA Program attempts to maintain privacy/confidentiality by implementing the following procedures:

    a. Exams and quizzes are returned in a manner that does not expose the resulting grade.
    b. Grades will be recorded in an electronic grade book or posted online in a confidential manner.
    c. Immediate feedback is provided after practical exams and skill checks (if employed by faculty) with only the participants and the instructor(s) present.
    d. When necessary or helpful (i.e., something from which the entire group of students may benefit), instructors will obtain permission to provide feedback in front of other students.
    e. It is expected that Adjunct faculty (including clinical instructors) will follow the same confidentiality and privacy policies that Webber International University and the OTA Program core faculty follow due to these being consistent with HIPAA.
    f. Students are instructed in procedures of confidentiality consistent with HIPAA guidelines and must sign a "Confidentiality Agreement" form which applies to all clinical and laboratory experiences.
    g. Any requests for student information from any government agency will be referred to the Registrar's Office.
    h. All student records will be kept in locked files in designated areas in the Health Sciences Building. Student records will be kept by the program for a maximum period of five years, except for students' exams, which will be kept for only one year. All these records will be destroyed in accordance with Webber International University procedures.
    i. A student's privacy in the identity verification processes for distance education purposes will be protected by providing the student an initial username and password to log into the college's learning management system (BrightSpace). Once logged in, the student will be instructed to change the assigned username and password to a unique username and password of his/her own choosing. The unique password will be encrypted and will not be made available or accessible to other students and the course faculty. This procedure also applies to OTA Program students using MedBridge and CastleBranch services as part of the OTA Program requirements. Currently, there are no fees associated with the identity verification process for distance education purposes in the program.

**Release of Student's Medical Information**

It is the policy of the Webber International University OTA Program that all student health records will be maintained with a secure password protected service (the program currently uses CastleBranch) for storing clinical screening related data) and/or all physical files and stored in a locked filing cabinet in the Program Director's office and destroyed after five years, in accordance with the procedure described above. The student's medical records will only be

released to the student and/or to the clinical education agency as determined necessary for the student to participate in the clinical education experience at their site.

**Faculty/Staff Personnel File Policy**

The Office of Human Resources maintains a personnel file for all employees. An employee may have access to his personnel file upon request. Faculty and staff should be certain that all professional development activities are documented in their personnel files.

**Human Subjects**

All laboratory participants will be instructed in their rights. This will include signing an informed consent form prior to participation in lab sessions. This form states that Webber International University OTA Program will only use their personal information in a manner consistent with HIPAA guidelines.

## HEALTH-RELATED POLICIES

The purposes of this policy are:

1. To establish and maintain a safe drug-free healthy class and clinical environment for all students.
2. To provide a safe environment for patients in the clinical areas of practice.
3. To reduce the incidence of accidental injury to the student, other students, patients, or others.
4. To reduce absenteeism and tardiness.
5. To prevent drug-related problems, encourage early intervention, and provide confidential referrals.

### DRUG AND ALCOHOL ABUSE POLICY

Webber International University's OTA Program has become increasingly aware of the immediate and long-term health risks associated with the use of illicit drugs and the abuse of alcohol. These substances can create both physical and psychological dependence. The harmful effects of alcohol abuse are alcoholism, damage to brain cells, malnutrition, blackouts, memory loss, personality disorders, degeneration of muscles and bones, heart attack, and cancers of the liver, mouth, throat, and stomach. The harmful effects of drug abuse include hallucinations, heart problems, malnutrition, loss of coordination, coma, convulsions, damage to the lungs, brain, liver, and bone marrow, risk of AIDS or hepatitis, or death. A student's physical or emotional instability may adversely affect clinical or classroom performance.

1. Drugs and alcohol are detrimental to the learning process. Webber International University provides full support to the other agencies in our community in the fight to rid our society of these elements in the school environment. Therefore, drug or alcohol use, possession, or distribution on school grounds or at school functions by students or employees will not be tolerated. Webber International University will impose sanctions on students and employees consistent with local, state, and federal laws. Refer to the Academic Catalog.
2. In keeping with this commitment, Webber International University's OTA Program adopted this policy concerning alcohol and other drugs. This policy aims to maintain a high level of cognitive functioning for judgment and decision-making. Safe practice must involve adherence to regulatory and ethical standards, competent management of patients' biopsychosocial needs, accountability for actions, and respect for human rights.
3. No student shall distribute, dispense, possess, use, or be under the influence of any alcoholic beverages or mind-altering substance (MAS) that results in impairment during the hours spent in the student role. MAS is defined as any chemical, natural or manufactured, that causes alterations of personality, emotion, cognition, or behavior. Impaired thinking is evidenced by an inability to make appropriate judgments and carry out necessary functions for the delivery of patient care.

4. Clinical agencies may require students to undergo a drug screen prior to being granted access to their facilities. If a student is denied access to a clinical agency based on a drug screen, the student will be dismissed from the program. Please refer to consequences of use/abuse listed in this manual.

**Behaviors that may indicate the use and/or abuse of mood-altering substances**

1. **Physiological**
    a. Slurred or rapid speech
    b. Trembling hands
    c. Persistent rhinorrhea
    d. Altered pupil dilation
    e. Flushed face
    f. Red eyes
    g. Odor of alcohol
    h. Unsteady gait
    i. Declining health

2. **Behavioral**
    a. Irritability and mood swings
    b. Isolation or avoidance of group work
    c. Pattern of absenteeism and tardiness
    d. Decreased clinical and academic productivity
    e. Fluctuating clinical and academic performance
    f. Inappropriate responses
    g. Elaborate excuses for behavior
    h. Decreased alertness/falling asleep in class
    i. Dishonesty

*These behaviors are only a guideline. It is up to the faculty to assess inappropriate behavior. Problematic or suspicious observed behavior will be documented in the student file and reported to the Course Instructor, OTA Program Director, the Chair and the Dean of the College of Health Professions and Sciences.

**Procedures and consequences for expected use and/or abuse**

1. If a student's performance or behavior is indicative of suspicion of drug use / abuse in the classroom or clinical environment, the academic faculty or clinical faculty with notify the Program Director and / or AFWC of the student's behavior. The Program Director and / or AFWC will meet with the student to further investigate the student's behavior.
2. The Program Director and/or AFWC will notify the Dean for the College of Health Professions and Sciences and may require the student to submit for drug and/or alcohol screening. If the student refuses to submit for the drug / alcohol screening procedures and the Program Director and/or AFWC found no reasonable cause for the behavior, the

student will be immediately dismissed from the class or clinical setting and referred to the Program Director for dismissal from the program. The student will be held accountable for the cost of all drug testing.

3. A student who is subject to drug and/or alcohol screening will meet with the Program Director, AFWC, and/or Dean for the College of Health Professions and Sciences to discuss the results of the screening process and the consequences that may occur based on the results of the screenings.
4. Random drug screenings may be required periodically throughout the OTA Program. Students must be financially prepared at any time for the possibility of testing and must complete the testing by the announced deadline when selected for testing. Failure to complete the testing as directed is grounds for dismissal from the program.
5. If, through the screening procedures, it is found that a student was under the influence of mind-altering substances during a clinical experience, the student will be dismissed from the OTA Program.
6. Students who test positive for illegal drugs or drugs not prescribed for them will be dismissed from the program.
7. Students suspected of using mind-altering substances must arrange for transportation from the school or clinical facility as they will not be allowed to drive their own vehicle for safety reasons.

**COMMUNICABLE DISEASE POLICY**

The Communicable Disease Policy of the OTA Program was developed to ensure the health and safety of all employees and students This policy includes but is not limited to, AIDS, chicken pox, hepatitis, measles, tuberculosis, meningitis, mononucleosis, and whooping cough.

Faculty, staff, students, and employees of contractors or contracted services infected with a communicable disease are responsible for reporting this fact to the Program Director, Dean, or the Campus President/Provost.

The college will support an ongoing program of educating and informing faculty, staff, and students about communicable diseases, warning signs, and protective measures through publications, seminars, and other appropriate means.

**Procedures**

1. Persons who know or have a reasonable basis for believing that they are infected with a communicable disease have an ethical and legal obligation to conduct themselves in accordance with such knowledge to protect themselves and others. Faculty, staff, and students are urged to report information to the appropriate personnel, as noted above. All information shall remain confidential. Only persons who need to know to maintain the systematic administration of the college will be informed, and only with the direct knowledge of the employee or student. The college will make every effort to respond to

the health and educational needs of persons who have or may have a communicable disease.

2. Persons infected with a communicable disease shall not be excluded from enrollment or employment or restricted in their access to Webber International University's services or facilities unless medically based judgments in individual cases establish that exclusion or restriction is necessary to assure the protection and welfare of the individual or other members of the college community.

3. The assessment of action concerning a college employee or a contractor or contracted service with a suspected communicable disease and the final determination of that employee's remaining on the job shall be made by the President or designee, based upon recommendations from the local health authorities and after consultation with the appropriate school official. If an employee or employee of a contractor or contracted service is found to have a communicable disease, the President or designee, upon recommendation from health authorities, may prohibit attendance or participation in work at the college until a letter or certificate is obtained from one or more licensed physicians and/or public health officials stating that the attendance of the person no longer constitutes a health risk to that employee, other employees, and students at the college.

4. The assessment of action concerning a student with a suspected communicable disease and the final determination of that student's ability to remain in college shall be made by the Campus President/Provost or designee, based on recommendation from local health authorities. If a student is found to have a communicable disease, the Campus President/Provost or designee may prohibit attendance at the college until a letter or certificate is obtained from one or more licensed physicians and/or public health officials stating that the attendance of the student no longer constitutes a health risk.

5. The program, in conjunction with university officials, will publicize and carefully observe the safety guidelines established by the U.S. Public Health Service for the handling of blood and other body fluids and secretions in teaching laboratories and, to the extent possible, in clinical facilities.

## MEDICAL EMERGENCY IN THE CLASSROOM AND CLINIC

Medical emergencies can happen in the clinic, classroom, or laboratory. People are expected to respond in a manner consistent with their level of training.

If the student is injured while in the classroom or clinical area, he/she must report such an injury immediately to the faculty or clinical instructor and complete the required injury report forms. If a student needs to be seen in the emergency room of the hospital, the costs of such care will be the responsibility of the student or the student's health insurance carrier. All students must report injuries to the Program Director or AFWC within 24 hours. In the event of an injury, the student is advised to follow through with his/her private physician.

**NOTE**: the program recommends students who are injured or have an occupational exposure at the clinical facility or in the lab or classroom follow the licensed nurse and/or physician recommended screenings and treatments during the advised period.

## ACCIDENT OR INCIDENT REPORTS

Incident reports are utilized in classroom or laboratory settings when an incident or accident has occurred (e.g., injury involving a student, patient, staff, visitor, etc.). In the event of an accident or incident, the student will first notify the laboratory/classroom or clinical instructor and then obtain an incident report form to complete.

The student is responsible for writing the incident report on the institution's Incident Report Form (copies are available from the Program Director or a program faculty) and meeting with the OTA Program Director and Chair or Dean of the College of Health Professions and Sciences within one week after the incident. The purpose of the conference is to solve problems, prevent other occurrences, and obtain a satisfactory resolution.

## HEALTH INSURANCE POLICY

Webber Internal University OTA Program does not provide health insurance coverage to students, however all students enrolled in at least 12 credit hours are automatically enrolled in the Webber Health Insurance Plan. Students are responsible for the cost of any health care received at a clinical site or any other health care agency during the program that is not covered by their health insurance plan from the university.

## IMMUNIZATIONS AND HEALTH STATUS

To progress in the program, all students must have documentation of a physical exam with a completed medical form (provided by the AFWC) with test results and the most recent dates of immunization/proof of immunity for the following:

- Positive Hepatitis B titer or a signed waiver

- Positive MMR titer
- Positive chicken pox titer or recent immunization
- Tdap booster (if less than two years from last tetanus shot)
- TB Tests will be completed on an annual basis prior to clinical placement at the student's expense.
- Additional medical documentation, immunizations, and requirements may be required based on clinical facility requirements.

**Note**: students will need to produce documents indicating the above immunizations and/or will need to have blood titers drawn to provide evidence of immunity.

## CELL PHONES/PORTABLE DEVICES POLICY

Faculty office and clinic telephones are not to be used for students' calls. Students should use their own phones.

Cell phones should not be used during class / lab / clinical experience time unless in emergency situations or after expressed permission given by the instructor. This includes texting social media, etc. If a student is expecting an emergency phone call, they should notify the course instructor prior to the start of class and/or put the phone in silent or vibrate mode.

Excessive and/or repetitive use of cell phones in class without instructor permission will be reflected on professional behavior evaluations and/or will result in disciplinary action.

## FOOD AND BEVERAGES POLICY

Food and beverages are not allowed in the classroom or laboratory without permission from the instructor. Students are responsible for keeping the classroom and lab areas clean and free from trash, bottles, wrappers, etc at the end of class time. The Program Director, AFWC, or faculty may revoke any permissions to have food and drink available in the classrooms if students are negligent in maintaining cleanliness of the areas.

## OFF-SITE LEARNING EXPERIENCES/FIELD TRIPS

### Transportation

Students are responsible for transportation to clinical sites, and all required off-site learning activities. Car-pooling is highly recommended, as students are responsible for the costs incurred. It is the student's responsibility to follow the rules and regulations for parking at the facilities.

### Student Expectations for off-site activities

The safety of students at Webber International University is a main priority whether they are on campus or participating in off-campus laboratory experiences or field trips. Various means will be used to minimize the risk that students are exposed to in different environments. A faculty member will accompany the student to all off-campus laboratory or field trip events. The faculty member will assess the overall safety of the environment and remove students if it is found to be unsafe or inappropriate. Faculty who plans field trips or other college-sponsored trips are expected to have a Leave Request Form approved by the Program Director and filed with the Chair of the College of Health Professions and Sciences at least two weeks prior to the trip. The leave request should include a list of students and faculty who will be participating in the activity. Attendance and participation in the event will be monitored by the faculty. This will ensure that everyone has made it safely to the event. This list should also include emergency contact information if there is an accident of some kind.

## LABORATORY POLICIES

### GENERAL LABORATORY POLICY

To ensure the safety of students in the laboratory, students are expected to follow certain policies and procedures very carefully while in the laboratory setting. The student is expected to sign the following forms prior to participation in the laboratory setting to ensure he or she understands their rights and responsibilities as they participate in the laboratory setting:

1. OTA Program Student Release Form
2. Student Consent Form for Classroom, Laboratory, and Clinical Experiences
3. Photograph, Video, and Audio Release Statement

Care will always be taken to demonstrate the critical safety concerns of laboratory techniques and procedures before allowing students to play the role of subjects or clinicians. During regular laboratory hours, students will be supervised at all times by a faculty member.

Students are encouraged to expand their skills through safe practice in the laboratory. To ensure safety and respectful use of the laboratory, the following policy is in effect:

1. Students are not to use any laboratory equipment until instructed in its application by the laboratory instructor.
2. Students using the laboratory to practice **may not** bring children, family members, or friends with them unless prior approval from their instructor is granted.
3. Horseplay is not allowed.
4. Students must follow the safety protocols indicated for each piece of equipment.
5. Any malfunctioning or damaged equipment should be reported to the laboratory instructor.
6. Any accidents, injuries, or unexpected responses to modalities application should be immediately reported to the laboratory instructor.
7. Mats and plinths should be wiped down at the end of the laboratory session.
8. Linen that is not soiled should be refolded and replaced in the linen case. Soiled linen should be placed in the hamper.
9. All equipment and supplies should be returned to their storage areas at the end of the laboratory session.
10. The hydrocollator should be filled with water at the end of each laboratory session.
11. Students may have snacks during breaks only as long as all trash is cleaned up.
12. No laboratory equipment or supplies may be removed without written consent of the laboratory instructor.

Any deviations from the above policy will be rated and noted accordingly in the students' Professional Behavior Evaluation for the semester.

## OTA PROGRAM EQUIPMENT TESTING POLICY

It is the policy of the Webber International University OTA Program to maximize the safety of students, faculty, staff, and patients. To ensure this, all electrical equipment owned and used by the Webber International University OTA Program will be annually inspected and labeled by qualified biomedical engineers. The procedure follows:

1. A qualified clinical biomedical engineer will be scheduled to visit during each spring semester.
2. The biomedical engineer conducting the test and calibration will provide the program with:

    a. Annual equipment testing and calibration
    b. Labeling that verifies testing and calibration
    c. Documentation of testing results
    d. Repair and parts replacement, as needed

3. The OTA Program will provide the biomedical engineer with a list of current electrical equipment in the OTA Program.
4. Wheelchairs and treatment tables are inspected annually by the OTA Program Director and/or AFWC.
5. Any real or potential equipment safety concerns discovered by students should be immediately reported to an OTA Program faculty member and should be labeled or taken out of use until deemed safe.
6. Repairs are made or arranged by the program as needed and deemed appropriate.

**CONSTITUTION/BY-LAWS: STUDENT OCCUPATIONAL THERAPY ASSISTANT CLUB**

ARTICLE I. Student Occupational Therapy Assistant (SOTA) Club

ARTICLE II. Objectives

Section 1. The objectives of this organization shall be as follows:

1. To promote interest in occupational therapy on this campus and in the community among members and nonmembers
2. To maintain communication with other occupational therapy students in the state and across the nation
3. To provide a forum for discussion between students and faculty members of the educational goals, policies, and problems within the program as they relate to student education and affairs.
4. To engage in campus and community activities to further the dissemination of knowledge of the practice of occupational therapy.

ARTICLE III. Membership and Dues

Section 1. Membership shall be divided into four classes:

1. Active: Students who are presently enrolled in the professional level of the occupational therapy assistant program.
2. Affiliate: Students enrolled in the pre-occupational therapy curriculum and those students with an active interest in occupational therapy as a profession.
3. Honorary: Occupational therapy faculty and those persons designated by a majority vote of the active and affiliate membership.
4. Alumni: Student who has graduated from the Webber International University's OTA Program.

Section 2. Member Privileges:

1. Active Members:
    a. Shall be eligible to vote and hold executive offices.
    b. Shall be eligible to be a member of a committee or chairperson of such a committee.
    c. Shall pay in full all dues and assessments voted on by the organization.

2. Affiliate Members:
    a. May not hold executive office.
    b. May vote in affairs of the organization.

c. May serve on a committee or chairperson of such committee of the organization.
d. Shall pay in full all dues and assessments voted on by the organization.

3. Honorary Members:
    a. May not vote in the affairs of the organization or hold executive offices.
    b. May serve in an advisory capacity within the organization.
    c. Are not required to pay dues or attend meetings.

4. Alumni Members:
    a. May not vote in the affairs of the organization or hold executive offices.
    b. May serve on committees of the organization.
    c. Are not required to pay dues or attend meetings.

Section 3. Dues

1. The executive committee shall establish the annual dues for all active and affiliate members, which are subject to change if an adequate need can be established.
2. The majority of the membership shall vote on dues.
3. Dues must be paid prior to the election of officers.

ARTICLE IV. Officers and Duties

Section 1. The members of the executive committee shall consist of President, Vice President, Secretary, Treasurer, and Student Liaison/Social Coordinator.

Section 2. Duties of the Executive Committee

1. The President shall:
    a. Be an admitted student in the occupational therapy assistant program.
    b. Be the chief executive officer of the organization and preside over all meetings.
    c. Have the authority to sign all written obligations of the organization.
    d. Vote only to break a tie.
    e. Guide and conduct activities of the organization consistent with the policies of the AOTA.

f. Serve as representative to the Student Government Association and attend meetings to represent the Student Occupational Therapy Assistant Club.

2. The Vice President shall:
    a. Be an admitted student in the occupational therapy assistant program.
    b. Discharge the duties of the President in his/her absence.
    c. If the office of President is vacated before the term has expired, the Vice President shall become President if he/she has held the Vice President office at least one semester. If the office of Vice President has been held less than one semester, the Vice President will call a new election to include the appropriate voting class.
    d. Chair organization meetings.
    e. Serve as alternate to the Student Government Association and attend meetings in the absence of the President as a representative of the Student Occupational Therapy Assistant Club.

3. The Secretary shall:

    a. Keep accurate minutes of all meetings.
    b. Be responsible for all correspondence of the organization.
    c. Keep a roster of the membership, including addresses, phone numbers, and e-mail addresses.
    d. Serve as an alternate to the Student Government Association and attend meetings in the absence of the President and Vice President as a representative of the Student Occupational Therapy Assistant Club.
    e. Be responsible for maintaining the program's book and equipment inventory and refiling returned books.
    f. Serve as the class historian; take photographs during class and social activities.
    g. Submit relevant articles to professional organizations for publication

4. The Treasurer shall:

    a. Be responsible for the collection of dues.
    b. Keep accurate records of all financial transactions.
    c. Be responsible for keeping the account of the organization and disbursing the funds.
    d. Chair the budget committee.
    e. Appoint members to the budget committee.

f. Replenishing refreshment supplies for the department and collecting funds from the sale of goods.

5. The Student Liaison/Social Coordinator shall:

    a. Be responsible for communicating with the state chapter of the AOTA.
    b. Attend all meetings held by the state chapter and report back on all its procedures and activities.
    c. Be responsible for providing a forum for discussion between students and faculty members concerning the educational goals, policies, and problems within the occupational therapy assistant program as they relate to student education and affairs.
    d. Be responsible for planning internal and external social activities for the students of the program.

ARTICLE V. Elections

Section 1. Election of executive committee

1. Nomination of officers shall be made by active and affiliate members.
2. Election of officers shall be by individual vote of the active and affiliate members
3. Election of Executive Committee shall be conducted in September/October of the student's first fall semester.
4. Elections of the Executive Committee shall be called for by an advisor of the organization.
5. Special elections for vacated offices shall be called for by the President.

Section 2. Terms of office:

1. All officers shall be elected for a two-year period.
2. A two-year period shall begin the first day of election and end on the last day of the senior year (the last day of second spring term)

Section 3. Eligibility:

1. Those who are active members.
2. Those who are considered to be in good standing, and who have consented to serve, shall be eligible for election to an executive office.

ARTICLE VI. Meetings

Section 1. The number of regular meetings of this organization shall be determined by a majority vote of the membership.

Section 2. Special meetings may be called by the president or by the majority vote of the membership.

Section 3. Quorum

1. To conduct new business, a quorum of half plus one of the total active and affiliate membership must exist.
2. Of the above quorum, a majority is required to pass a proposed resolution.

ARTICLE VII. Faculty Advisor

Section 1. A member of the occupational therapy assistant program faculty shall be appointed as advisor of the organization.

Section 2. The faculty advisor shall make the appointment of a co-advisor.

ARTICLE VIII. Amendment

Section 1. This document shall be amended in whole or in part by a two third vote of the total active and affiliate membership.

ARTICLE IX Impeachment

Section 1. Any executive officer may be impeached by a three-fourths vote of the total active and affiliate membership affirming his/her failure to perform the duties of the office as so stated in this document.

## CLINICAL EDUCATION POLICIES: EXCERPTS

The OTA Program has specific clinical education policies to ensure that patients are informed when students are involved in patient care and that patients always have the risk-free right to refuse to participate in clinical education. Students will be required to wear name tags indicating they are students any time interactions with patients exist. Fieldwork instructors and faculty will describe the fact that students will be involved in care. Patients who are seen on campus with faculty will be asked to sign a waiver of liability that will inform them of the fact that students will be participating in their treatment. Patients will always have the risk-free right to refuse to be treated by a student and this will be indicated in the waiver they sign or chose not to sign. The AFWC will inform all clinical sites prior to clinical internships to ensure clinical instructors/ facilities understand and agree to act in accordance with the policies and procedures put forth by Webber International University's OTA Program.

Please refer to Webber International University's OTA Program Fieldwork Education Manual for specific fieldwork education information, policies, and procedures.

Below are excerpts/overviews of several policies and procedures pertaining to clinical education:

1. There are four clinical affiliations that require the student to travel off-campus to hospitals/clinics.

2. The objectives for each affiliation will be clearly outlined, and the student will be able to apply the knowledge and skills that he/she has learned in the classroom or laboratory.

3. Grading criteria are based on the successful completion of the clinical affiliation objectives and are assessed through the AOTA Fieldwork Performance Evaluation Form (FWPE).

4. The grading scale used for each clinical rotation will be specified in each clinical education course syllabus. Students must earn a minimum "C" or higher grade in each clinical affiliation attempted.

5. If a student fails a fieldwork affiliation, he/she will be required to repeat the affiliation and may not be allowed to continue in any other OTA core courses until the failed affiliation is repeated and completed successfully with a "C" or better, depending on course prerequisites and corequisite requirements. The student may repeat the failed affiliation during the next term offered. Failure to pass the repeated affiliation will result in permanent dismissal from the program.

6. Any clinical affiliation issues or student infractions during clinical internships will be handled according to the policy and procedure outlined in the OTA Fieldwork Education

Manual. The OTA Program's Disciplinary Action Process may also be implemented as necessary.

7. During Seminar I, each student will receive a Fieldwork Education Manual and meet with the AFWC for orientation to the clinical internship process.

8. Clinical rotations will include experiences with various clinical settings, and appointments to the clinical sites will follow the process outlined in the Fieldwork Education Manual.

9. Each student is responsible for submitting all required documentation by **the end of Seminar I** to the program's AFWC, fulfilling the Fieldwork Affiliation Requirements as specified in the manual.

10. Clinical rotations are as follows:

| Clinical Rotation | Term clinical rotation occurs | Length |
|---|---|---|
| IA | Spring/Fall - Year Three | 8 weeks – 10 hours per week |
| IB | Spring/Fall - Year Four | 8 weeks – 10 hours per week |
| IIA | Spring/Fall - Year Four | 8 weeks – 40 hours per week |
| IIB | Spring/Fall - Year Four | 8 weeks – 40 hours per week |

11. Before starting clinical affiliations, students must submit documentation of the following:

    1. Physical Examination/Immunizations
        - Students who choose not to be immunized, where optional, are counseled about the ensuing risks of non-immunization.

    2. Ten-panel Drug Screening
        - Positive results will be grounds for automatic dismissal from the program.

    3. Background Check
        - A history of certain felonies may jeopardize sitting for the licensing examinations and obtaining a professional OTA license.

    4. Proof of having taken the CPR course

    5. Proof of having taken the AIDS (HIV) 4-hour course.

12. Students must submit documentation of the above to the OTA Program's AFWC by **the end of Seminar I.** Students who cannot complete or provide the above documents by the deadline will not be allowed to start their clinical affiliations until the required

documents have been received. This may result in the student being delayed in beginning his/her clinical rotation.

14. Students will keep the original copies of the above documents. Copies of each document will become a part of each student's OTA Program clinical file.

**PROCEDURES FOR DETERMINING A GRADE FOR STUDENT AFFILIATIONS**

1. The AFWC is responsible for grading the affiliation based on established criteria for the level of affiliation and the information provided by the clinical instructor in the evaluation tool.

2. Grades for fieldwork courses will be assigned only after completed and signed documentation has been obtained, confirming that an evaluative review with the student has occurred.

3. Comments from the clinical instructor are required if performance is below expected levels on any criterion. Before determining a grade, the AFWC will investigate discrepancies, such as inconsistencies between grading on the FWPE and comments. Clarifying information obtained from clinical instructors will be recorded, dated, and initialed.

## SECTION 8: STUDENT-RELATED FORMS

**WEBBER INTERNATIONAL UNIVERSITY**
**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**
**STUDENT CONSENT FORM FOR CLASSROOM, LABORATORY AND CLINICAL EXPERIENCES**

As an occupational therapy assistant student, you must learn to formatively assess and treat a variety of conditions as well as participate in health promotion. Techniques involved in this endeavor are largely "hands-on" or involve the use of machinery and thermal agents. To ensure your competence, you will be asked to practice various hands-on techniques, and use various pieces of equipment safely. These skills will be practiced on you by other students in your class who have varying levels of competency, as well as by you on other students.

**Types of activities students will be expected to perform**

Treatment and formative assessment techniques may involve palpation for anatomical structures, resistance to muscle contraction, stretching and compressing of anatomical structures, mobilization of soft tissue structures, assistive exercises, positioning, mobility and transfer techniques, and other active body movements such as gait training, stair climbing and aerobic exercise. Use of machinery, mechanical devices, and thermal agents includes, but is not limited to, the use of mechanical traction, therapeutic electrical stimulation devices, hot packs, ice, diathermy, and ultrasound.

**Potential risks**

While the laboratory environment will be controlled to minimize risks, the following potential risks are rare but possible: In having the above techniques practiced on you, or in performing the techniques on other students, you may experience muscle soreness, strains, sprains, tearing of connective tissue, syncope or falls, allergic reactions, infections, and their sequelae. In having electrical and thermal agents applied to you, you may experience slight electrical shocks, burns or frostbite.

**Potential benefits**

In practicing the skills required of a licensed occupational therapy assistant in a supportive and educational setting, you will be prepared to effectively, efficiently and safely treat patients. In having the skills practiced on you, you will gain an appreciation of the experiences of actual patients. These experiences will assist you in describing to your patients what to expect when you are providing informed consent.

**Methods used to reduce the potential risks**

In all *scheduled* learning formats and environments, you will have faculty members as teachers and facilitators to instruct you and correct you in the required skills. Their instruction will include the precautions, contraindications, and safe application of the techniques they will

teach you. In all cases, the environment of any laboratory will be controlled to minimize risks, and faculty will indicate the appropriate use of any protective equipment. Faculty will be aware of and carry out any necessary emergency procedures. At times, students may choose to practice laboratory techniques outside of scheduled class times without faculty supervision. This situation may increase the chance of the risks outlined. You are not permitted to use traction, electrical stimulation, nor deep thermal modalities without the direct supervision of a licensed occupational therapy assistant until you have successfully passed these clinical competencies.

You will be asked to disclose in confidence any conditions which may increase the risks or would be considered a precaution or contraindication for the above interventions or prevent you from fully participating as a provider or receiver of the activities that are part of your student experience.

During clinical laboratory sessions, you are not permitted to practice techniques on a fellow student who has an actual problem or condition for which occupational therapy may be a recommended treatment unless first evaluated by a licensed occupational therapist.

Fieldwork assignments are made with student input, and are based on student learning needs and availability of appropriate clinical sites. The Academic Fieldwork Coordinator (AFWC) will decide final assignments for all clinical experiences.

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**Fieldwork**

I understand that I will participate in the process of clinical assignments, as delineated in the Occupational therapy assistant Program 's Clinical Education and Student Orientation Manuals. I will participate in the experiences to which I am assigned. I understand that I am responsible for reviewing materials from my assigned sites, and for complying with all regulations of that facility including required immunizations or special test/screens, background checks and submission of fingerprint cards, in a timely fashion.

Assignments for clinical affiliations, as much as is possible, will be within one-hour traveling distance from Webber International University. However, it may be required that I travel much farther in order to participate in appropriate clinical educational experiences. I understand that I am responsible for my own housing and transportation costs for all clinical education experiences.

**Students' rights**

I understand that I have the right to refuse to participate in any situation in which I feel I am not safe, my health is jeopardized, or my religious or cultural beliefs are jeopardized. If I feel the environment is unsafe, I may request that the faculty member make reasonable modifications

that will improve the safety of the environment. I also understand that course grading requirements may include specific competencies in assessment and treatment interventions. Assuming that I have no condition(s), which would prevent me from fully participating in the role of a patient or occupational therapy assistant, I understand that I will not be able to receive credit within the course for these experiences if I choose not to participate.

I understand that I may ask questions about the activities required within the curriculum at any time. If I have further questions about my participation in laboratory experiences, I may contact the Director of the Occupational Therapy Assistant program.

**Injury Statement**

I understand that in the event of an injury to me during any school activities, I will be assisted in finding appropriate medical care, which will be covered under the provisions of my accident insurance policy. Webber International University is not responsible for the costs of health care associated with activities that are part of the educational program.

**Disclosure**

I have the following conditions, which I believe may place me at increased risk for performing or receiving the various techniques performed during the student experience:

_____
_____
_____
_____
_____
_____
_____
_____

I have discussed the information contained in this form with _____ and I have answered questions to the best of my ability.

I understand my responsibilities and the potential risks, and agree to participate in learning experiences as outlined above. Any questions I have about my expected participation in this program have been answered to my satisfaction.

I understand that by signing this consent form I am not waiving any of my legal rights.

_____ _____

Student Signature Date

_____

Name (Print)

**WEBBER INTERNATIONAL UNIVERSITY**
**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**
**NON-STUDENT INFORMED CONSENT/LIABILITY WAIVER**

I, as a faculty, patient, or non-student give informed consent and waive liability during participation with treatment or case study for the Occupational Therapy Assistant Program at Webber International University. All information and treatment will be kept confidential. It will not be used or discussed except as an educational project within the framework of a class at Webber International University. All patient information will be made available to the supervising therapist if requested. The patient being considered for participation or case study is:

_____, who is currently
(name of the patient)

being treated at: _____

Supervising Occupational Therapist: _____

I authorize any physician, hospital or other health care facility to whom a signed copy or photo copy of this authorization will be delivered, to furnish information, reports, or copies of my record which may be requested by the writer of this case study.

_____ _____
Individual's/Participant's Signature Date

_____
Name (Print)

**WEBBER INTERNATIONAL UNIVERSITY**
**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**
**CONFIDENTIALITY AGREEMENT**

*This CONFIDENTIALITY AGREEMENT applies to all Webber International University Occupational Therapy Assistant Program students.*

**It is the responsibility of all OTA Program students to preserve and protect confidential patient, employee and clinical site information.**

**Confidential Patient Care Information includes:** Any individually identifiable information in possession or derived from a provider of health care regarding a patient's medical history, mental, or physical condition or treatment, as well as the patients and/or their family members records, test results, conversations, research records and financial information. Examples include, but are not limited to:

- Physical medical and psychiatric records including paper, photo, video, diagnostic and therapeutic reports, laboratory and pathology samples
- Patient insurance and billing records
- Mainframe and department based computerized patient data and alphanumeric radio pager messages
- Visual observation of patients receiving medical care or accessing services; and
- Verbal information provided by or about a patient.

Confidential Employee and Business Information includes, but is not limited to, the following:

- Employee home telephone number and address
- Spouse or other relative names
- Social Security number or income tax withholding records
- Information related to evaluation of performance

Other such information obtained from Webber International University or clinical site records which if disclosed, would constitute an unwarranted invasion of privacy.

I understand and acknowledge that:

1. I shall respect and maintain the confidentiality of all discussions, deliberations, patient care records and any other information generated in connection with individual patient care, risk management and/or peer review activities.

2. It is my legal and ethical responsibility to protect the privacy, confidentiality and security of all medical records, proprietary information and other confidential information

relating to Webber International University students and its affiliates, including business, employment and medical information relating to our patients, members, employees and health care providers.

3. I agree to discuss confidential information only in the workplace and only for job related purposes and to not discuss such information outside of the workplace, including electronic media, or within hearing of other people who do not have a need to know about the information.

4. I understand that any and all references to HIV testing, such as any clinical test or laboratory test used to identify HIV, a component of HIV, or antibodies or antigens to HIV, are specifically protected under law and unauthorized release of confidential information may make me subject to legal and/or disciplinary action.

5. I understand that the law specially protects psychiatric and drug abuse records, and that unauthorized release of such information may make me subject to legal and/or disciplinary action.

6. My obligation to safeguard patient confidentiality continues after my termination of interning with any institution affiliated with Webber International University.

I hereby acknowledge that I have read and understand the foregoing information and that my signature below signifies my agreement to comply with the above terms. In the event of a breach or threatened breach of the Confidentiality Agreement, I acknowledge that Webber International University may, as applicable and as it deems appropriate, pursue disciplinary action up to and including my termination from Webber International University and the OTA Program.

_____ _____

Signature Date

_____

Name (Print)

**WEBBER INTERNATIONAL UNIVERSITY**
**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**
**PROFESSIONAL BEHAVIOR EVALUATION**

***Name:*** _____

**Evaluation Period:** _____

**Date Completed by Faculty:** _____ **Signature:** _____

**Date Reviewed by Student:** _____ **Signature:** _____

**Student Status:** (check a box if pertinent to the student)

*Academic Advisement* ***5*** *Written Warning* ***5***
*Verbal Warning* ***5*** *Behavioral Contract with Probation* ***5***

Specify Rationale for Student's Status:
_____

**Directions:** Choose the number that best describes the student's behavior in class, while on campus, and other program-related activities. Use the comment spaces to describe the student's behavior. If you cannot rate the student in a particular category, choose N/A.

**0 =** **Unacceptable performance.** Student does not perform/demonstrate the behavior, making consistent errors, displaying difficult attitude, or both.

**5 =** **Inconsistent performance.** Student requires constant, detailed feedback and instruction in order to demonstrate the expected behavior.

**7 =** **Minimal competence.** Student can perform the behavior, requiring minimal feedback and instruction/feedback in order to demonstrate the expected behavior.

**10 =** **Competence.** Student demonstrates the expected behavior with proficiency, without requiring any instruction/feedback in order to demonstrate the behavior

**Note:** A student who is on a verbal warning, written warning, or probationary status will receive a "0" rating on the specific behavior that resulted to the disciplinary status from the faculty who had placed the student on disciplinary warning. In addition, the following deductions will be taken from the student's overall professional behavior rating:

**Verbal Warning:** 5%

**Written Warning:** 10%

**Probationary Warning:** 15%

.

- Deductions will be applied and reflected on the specific term when the incident occurred.
- Deductions will not carry over to the following term; however, the disciplinary status of the student will remain active throughout the program.

**I. Attendance and Reliability (This section weighs 15%):**

| | 10 | 7 | 5 | 0 | N/A |
|---|---|---|---|---|---|
| 1. Arrives on time and ready to begin work; attends class as scheduled | | | | | |
| 2. Begins working promptly | | | | | |
| 3. Returns from scheduled breaks timely | | | | | |
| 4. Prepares to finish at the end of a (class) session appropriately | | | | | |
| 5. Follows procedure for reporting absences | | | | | |
| 6. Follows procedure for making up missed work | | | | | |

**Comments:**

☐ Consistent performance in indicators listed above.

**II. Initiative and Interest (This section weighs 15%):**

| | 10 | 7 | 5 | 0 | N/A |
|---|---|---|---|---|---|
| 1. Performs and follows through on assigned tasks | | | | | |
| 2. Looks for ways to assist in routine tasks in the department | | | | | |
| 3. Completes assigned readings and other assignments on time | | | | | |
| 4. Displays interest and enthusiasm in working in his/her chosen field | | | | | |
| 5. Is alert and attentive to work performed | | | | | |
| 6. Asks relevant questions, as needed | | | | | |

**Comments:**

☐ Consistent performance in indicators listed above.

**III. Responsibility (This section weighs 15%):**

| | 10 | 7 | 5 | 0 | N/A |
|---|---|---|---|---|---|
| 1. Replenishes supplies/reports need to replenish supplies, as needed | | | | | |
| 2. Demonstrates good "after care" upon completion of tasks | | | | | |
| 3. Maintains neat and clean work area | | | | | |
| 4. Maintains equipment according to protocols | | | | | |

**Comments:**

☐ Consistent performance in indicators listed above.

**IV. Work Habits (This section weighs 15%):**

| | 10 | 7 | 5 | 0 | N/A |
|---|---|---|---|---|---|
| 1. Performs at a consistent and acceptable pace | | | | | |
| 2. Respects confidentiality of information | | | | | |
| 3. Adapts to changes appropriately and with minimal difficulty | | | | | |
| 4. Demonstrates honesty and could be trusted with the property of others | | | | | |
| 5. Takes initiative to improve/correct own behavior | | | | | |
| 6. Takes advantage of learning opportunities | | | | | |
| 7. Clothing and uniform is appropriate, neat, clean and well-maintained; demonstrates good personal hygiene and grooming | | | | | |

**Comments:**

☐ Consistent performance in indicators listed above.

**V. Interpersonal Skills (This section weighs 40%):**

| | 10 | 7 | 5 | 0 | N/A |
|---|---|---|---|---|---|
| 1. Maintains composure under stress | | | | | |
| 2. Shows concern and compassion for others | | | | | |
| 3. Responds appropriately to the emotional response of peers | | | | | |
| 4. Is polite with others: not using derogatory or demeaning terms | | | | | |
| 5. Demonstrates appropriate tone and volume of voice during verbal communications with faculty, staff, and peers | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 6. Demonstrates appropriate non-verbal communication skills in various situations (i.e. responses to peers/faculty feedback, participation in group and lab situations, constructive criticism) | | | | | |
| 7. Demonstrates teamwork and diplomacy: placing the success of the team above self-interest; not undermining the team; helping and supporting other team members; showing respect for all team members; remaining flexible and open to change; communicating with team members to resolve problems | | | | | |
| 8. Does not allow personal bias or feelings to interfere with tasks | | | | | |

**Comments:**

☐ Consistent performance in indicators listed above.

**For Faculty Use Only:**

| Criteria | Raw Score | % Weight | Totals |
|---|---|---|---|
| | | | |
| I. Attendance and Reliability | | X 15% | |
| II. Initiative and Interest | | X 15% | |
| III. Responsibility | | X 15% | |
| IV. Work Habits | | X 15% | |
| V. Interpersonal Skills | | X 40% | |
| | | **Total** | |
| | | **% Deduction** | |
| | | **Final Professional Behavior Grade** | |

**WEBBER INTERNATIONAL UNIVERSITY**
**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

**GRIEVANCE FORM**

Name (Print): _____ Date: _____

The nature of my request is (please, circle one of the following):

*Suggestion* *Concern* *Grievance*

Description of the incident/situation/issue:
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

_____
*Student's Signature*

I would like to talk to you personally about this: _____ Yes _____ No

I would like a written response: _____ Yes _____ No

**WEBBER INTERNATIONAL UNIVERSITY**
**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**
**REPLY TO GRIEVANCE**

Student Name: _____ Date: _____

The nature of the request is: _____ Suggestion _____ Concern _____ Grievance

Description of the incident/situation/issue:
_____
_____
_____
_____

Recommendations:
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

_____ _____
OTA Program Director Date

**WEBBER INTERNATIONAL UNIVERSITY**
**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**
**STUDENT RELEASE FORM**

I, _____, release Webber International University from any responsibility for procedures performed on myself or other individuals in the learning process of occupational therapy skills.

I understand that it is required to practice these skills on individuals in the classroom/laboratory and that I must have developed these skills by successfully demonstrating competency during "check-offs" and laboratory exams, before assuming these responsibilities in the clinic.

I release Webber International University from any responsibility for any harm incurred, should something happen during "unsupervised" practice of occupational therapy skills.

_____
Signature

_____
Date

**WEBBER INTERNATIONAL UNIVERSITY**
**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

**PHOTOGRAPH, VIDEO, AND AUDIO RELEASE STATEMENT**

I, _____, on this day, _____

_____ Give permission

_____ Do not give permission

to Webber International University and the Occupational Therapy Assistant program to take my pictures, videos, and audiotapes, and publish them for educational and/or promotional purposes.

_____
Signature

_____
Name (Print)

**WEBBER INTERNATIONAL UNIVERSITY**
**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

**MEDICAL RELEASE FORM**

Date: _____

To: _____
Provider/Agency

From: _____
Student's Name

***Re: 10-panel Drug Screening***

Pursuant to recent requirements in agency contracts for clinical experiences, all students are required to provide evidence of a negative result on a ten-panel drug urinalysis covering the following substances: amphetamines, cannabinoids, cocaine, phencyclidine, methaqualone, opiates, barbiturates, benzodiazepines, methadone, and propoxyphene.

I hereby give my permission to have the results of my drug screening sent directly to:

Edward Barreto-Acosta, BA, COTA/L
Webber International University
1201 N. Scenic Hwy
Babson Park, Florida 33827

_____ _____
Student's Signature Date

**WEBBER INTERNATIONAL UNIVERSITY**
**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

**TEAMWORK EVALUATION FORM**

**For Faculty Use Only:** Student's evaluation is:

____ Accurate

____ Inaccurate

_____ _____
**Faculty Initials** **Date**

**Team Member's Name: _____**

**Evaluator's Name: _____**

**Key:**

**5 = Strongly agree**
**4 = Agree**
**3 = Somewhat agree**
**2 = Somewhat disagree**
**1 = Strongly disagree**

**Instruction:** Use a check mark to indicate the score for your teammate's performance in each of the criterion below. Enter the total score on the blank provided. **Comments must be provided as evidence to support the scores that are given.** Not providing accurate comments to support the given ratings will result in the evaluator getting a "0" for teamwork evaluation and will be reflected in the evaluator's professional behavior evaluation and/or evaluator's course grade.

| Criteria | Score | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| This team member provided appropriate leadership for our group in their assigned task | | | | | |
| This team member completed assigned tasks | | | | | |
| This team member arrived promptly at meetings and met the team's deadlines | | | | | |
| This team member used facilitative behavior (helping, listening, encouraging, sharing, providing directions) during cooperative work | | | | | |
| This team member shared information and materials to help others | | | | | |
| This team member contributed to the quality and success of the team's project/activity | | | | | |
| | | | | Total Score | |
| Comments: | | | | | |

**WEBBER INTERNATIONAL UNIVERSITY**
**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

**COMPLIANCE STATEMENT**

I, _____, have read all the information in the
Student Orientation Manual carefully and conscientiously. I agree to abide by the rules and regulations set by Webber International University and the **Occupational Therapy Assistant program**. I also agree to abide by the codes of ethics and professional behavior/conduct outlined by the American Occupational Therapy Association and the **Occupational Therapy Assistant program**.

_____ _____
*Student's Signature* *Date*

_____
*Name (Print)*

**WEBBER INTERNATIONAL UNIVERSITY**
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

**ACADEMIC/CLINICAL INTERVENTION FORM**

*Student's Name:* _____ *Date:* _____

*Type of Intervention (Circle one): Professional Behaviors Academic Contract*

*Other (please specify):* _____

**Issues:**

**Action Plan/Recommendations/Interventions:**

***Signatures*:**

_____ _____
*Program Director* *Date*

_____ _____
*Academic Fieldwork Coordinator* *Date*

_____ _____
*Student* *Date*

**WEBBER INTERNATIONAL UNIVERSITY**
**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

**PHYSICAL EXAMINATION AND IMMUNIZATION VERIFICATION FORM**

| **STUDENT INFORMATION** | | |
|---|---|---|
| Name: | | Date: |
| Address: | | |
| City: | State: | Zip: |
| DOB: | Gender: | Height: |
| Pulse: | B/P: | Weight: |

**HEALTH HISTORY: To be completed by applicant. Please describe all problems you have or have had.**

| Yes | No | | Yes | No | |
|---|---|---|---|---|---|
| o | o | Eye or vision problems | o | o | Foot problems |
| o | o | Ear or hearing problems | o | o | Headaches or seizures |
| o | o | Mouth or teeth problems | o | o | Skin rashes, lesions |
| o | o | Nose, throat | o | o | Urinary problems |
| o | o | Cough, sputum, difficulty breathing | o | o | Rectal problems |
| o | o | Breast lumps, enlargements, nipple drainage | o | o | Female: vaginal problems |
| o | o | Heart disease/hypertension | o | o | Male: prostate problems |
| o | o | Swollen lymph nodes | o | o | Emotional illness |
| o | o | Indigestion, pain or food intolerance | o | o | Diabetes |
| o | o | Bowel-constipation, diarrhea | o | o | Allergies |
| o | o | Back pain or surgery | o | o | Chemical dependency/abuse |
| o | o | Muscle pain, weakness | o | o | Other _____ |

---

**TO BE COMPLETED BY A LICENSED HEALTH PRACTITIONER (M.D., D.O., P.A., A.R.N.P.)**

**TO THE PHYSICIAN**: The above applicant is requesting this health examination and is enrolled in one of the health occupation programs at Webber International University. The purpose of the examination is to ascertain whether the applicant's health is adequate to enter occupational programs requiring physical and emotional stamina and contact with patients in clinical settings. Should you have questions regarding the form, please call the Allied Health Program at (863) 638-2925. The Health History should be completed by the applicant, prior to the physician's examination. **Thank you for your assistance.**

**TO BE COMPLETED BY A PRACTITIONER. Describe any abnormalities in the space provided below.**

| Normal | Abnormal | |
|---|---|---|
| o | o | Ears, hearing |
| o | o | Oral Cavity: hard/soft palate |
| o | o | Nose, throat, sinuses |
| o | o | Lungs |
| o | o | Heart-size, rhythm, sounds |
| **Normal** | **Abnormal** | |
| o | o | Lymph nodes |
| o | o | Abdomen |
| o | o | Back |
| o | o | Upper extremities |
| o | o | Lower extremities |
| o | o | Feet and arches |
| o | o | Reflexes |
| o | o | Skin |
| o | o | Posture |
| o | o | Breasts (optional) |
| o | o | Genitalia (optional) |
| o | o | Anus (optional) |
| o | o | Pelvic exam (optional) |

**Visual Exam**:

Distance: R: _____ L: _____ Both: _____
Near: R: _____ L: _____ Both: _____
Color Perception: _____

**Immunization Verification:**

Does the applicant have a history of hepatitis? o yes o no

Has the applicant received any type of hepatitis vaccine? o yes o no
If yes, date: _____ type: _____

*Hepatitis B vaccine is strongly recommended.*

**DECLINATION OF HEPATITIS B VACCINATION:** I understand that due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been advised of the importance of the Hepatitis B Vaccine. However, I decline the hepatitis B vaccination at this time. I understand that by declining this

vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series.

Student Signature/Date _____

**Immunization Record** (Required

| **Tuberculin Test** (within 6 months) | **Tetanus Toxoid/Booster** | **MMR** ( if earlier than 1969, requires booster) | **Varicella Titer** | **Covid-19** |
|---|---|---|---|---|
| Date: _____ _<br><br>Result:<br>( ) Positive<br>( ) Negative<br><br>*If positive, chest x-ray is required (within 2 years)* | Date: _____ _<br><br>(within 5 years) | Date: _____<br><br>**- OR -**<br><br>**Rubella Titer:**<br><br>Date: _____<br><br>*Copy of Rubella Titer results must be attached to this form.* | Date: _____ _<br><br>*Copy of Varicella Titer results must be attached to this form.* | ( ) Yes<br>( ) No<br><br>( ) Moderna<br>( ) Pfizer<br>( ) J & J<br>( ) Other _____<br><br>1st dose: _____<br>2nd dose: _____ |

To the best of my knowledge, applicant appears to be free of infectious disease. o yes o no

Has applicant had any medical/surgical problem that has required treatment in the past 2 years?
*o yes o no* If yes, date: _____ If yes, describe:

Please list any ***medications***, which the patient is taking on a continuing basis:

**PHYSICIAN COMMENTS:** Include any additional significant information concerning health findings and/or treatment for health occupation applicants.

_____
_____
_____
_____
_____
_____
_____

Based on your examination, do you consider the applicant mentally and physically able to undertake the essential functions required by the Allied Health Program at Webber International University?

o yes o no

**PLEASE PRINT, TYPE OR STAMP NAME AND ADDRESS OF HEALTH PRACTITIONER IN THE BLOCK BELOW:**

| | |
|---|---|
| Health Practitioner Signature & License | Date |
| Health Practitioner Name (Printed) | Health Practitioner's Phone Number |
| ADDRESS: Street City State Zip Code | |

**WEBBER INTERNATIONAL UNIVERSITY**
**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

**COMPUTER SKILLS SURVEY**

Prior to entering the **Occupational Therapy Assistant Program**, you must be proficient in computer skills since a number of the activities within the curriculum will be conducted using the delivery tools and methods of distance education. Your answers to this questionnaire will help us ascertain your experience in these areas and determine the level of training we will need to provide. Please, **circle** the number that best describe your experience.

Name: _____ Date: _____

| SKILLS | RATING |
|---|---|
| Using a Web Browser (i.e. Internet Explorer, Firefox, Safari, etc.) | Very Experienced 5-----4-----3-----2-----1 Inexperienced |
| Searching for Information on the Internet | Very Experienced 5-----4-----3-----2-----1 Inexperienced |
| Managing Internet E-Mail | Very Experienced 5-----4-----3-----2-----1 Inexperienced |
| File attachment | Very Experienced 5-----4-----3-----2-----1 Inexperienced |
| Listserv Use | Very Experienced 5-----4-----3-----2-----1 Inexperienced |
| Newsgroup Use | Very Experienced 5-----4-----3-----2-----1 Inexperienced |
| Chat Tools | Very Experienced 5-----4-----3-----2-----1 Inexperienced |
| Web-Based Discussion Board Systems | Very Experienced 5-----4-----3-----2-----1 Inexperienced |
| Word Processing Programs: MS Word or Works | Very Experienced 5-----4-----3-----2-----1 Inexperienced |
| Presentation Software: MS PowerPoint | Very Experienced 5-----4-----3-----2-----1 Inexperienced |
| Database software: MS Excel | Very Experienced 5-----4-----3-----2-----1 Inexperienced |

- **What operating system do you use at home?**

___ Windows Operating System (please specify version of Operating System (OS)_____
___ Mac OS (please specify version of OS ___ )
___ Other (please specify _____)
___ I presently do not have a home computer

**WEBBER INTERNATIONAL UNIVERSITY**
**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

**STUDENT ORIENTATION CHECKLIST**

**Student's Name: _____** **Class of: 20___**
**Student ID#: _____**
**Presenter: _____**

| Topic | Date Discussed |
|---|---|
| **About the Program** | |
| About the Program | |
| Map of Babson Park Campus | |
| **Institutional Description** | |
| Webber International University Accreditation Status | |
| Webber International University Vision, Mission, Purpose Statement, and Core Values | |
| **OTA Program Mission and Philosophy** | |
| OTA Program Vision, Mission, and Philosophy | |
| OTA Program Slogan | |
| OTA Program Outcomes | |
| Curricular Threads | |
| Competency in Program Outcomes | |
| **PTA Job Qualifications and Expectations** | |
| Clinical Agency Requirements | |
| OTA Program Core Performance Standards for Admission and Progression | |
| Licensure Requirements to Work as an OTA | |
| Professional Membership | |
| Educational Experience | |
| Occupational Exposure | |
| CPR | |
| Professional Liability Insurance | |
| Student Healthcare/Accident Insurance | |
| **Basic Program Information** | |
| Accreditation Information and Responsibilities | |
| Non-Discrimination Statement | |
| Program Length and Degree Awarded | |
| OTA Program Curriculum | |
| Program Format | |
| Course Structure | |
| Methods of Delivery | |

| | |
|---|---|
| Process of Instruction | |
| Evaluation | |
| **Topic** | **Date Discussed** |
| Minimum Technology Requirements | |
| Competencies Needed for Graduation | |
| Program Evaluation | |
| OTA Program Sequence | |
| Cost of the Program | |
| Enrollment Retention, Graduation, and Employment | |
| Licensure Pass Rate | |
| **Facilities** | |
| Campus | |
| Teaching Learning and Computing Center / Library | |
| Financial Aid | |
| Student Services | |
| Safety and Security | |
| Health Sciences Building | |
| Program Resources | |
| **OTA Program Policies and Procedures** | |
| Admissions Process | |
| Student Conduct | |
| Ethical Behavior Expectations of Students | |
| Cheating and Plagiarism | |
| Student Dress Code | |
| Attendance | |
| Academic Standard Requirements/OTA Program Competencies | |
| Re-enrollment after Violation of Academic Standards | |
| Disciplinary Actions Process | |
| Grievance Process | |
| Academic Advising | |
| Withdrawal Policy | |
| Leave of Absence | |
| Privacy / Confidentiality Policies | |
| Health-Related Policies | |
| Cell Phone / Portable Devices Policy | |
| Food and Beverages Policy | |
| Off-Site Learning Experiences/Field Trips | |
| Laboratory Policies | |
| Extracurricular Activities | |
| Constitution / By-Laws for SOTA | |
| Clinical Education Policies: Excerpts | |
| **Student-Related Forms** | |

| | |
|---|---|
| OTA Program Student Consent Form | |
| Non-Student Informed Consent Form | |
| Confidentiality Agreement | |
| Professional Behavior Evaluation Form | |
| **Topic** | **Date Discussed** |
| Grievance Form | |
| Reply to Grievance Form | |
| Release Statement | |
| Photograph Release Form | |
| Medical Release Form | |
| Teamwork Evaluation Form | |
| Compliance Statement | |
| Academic / Clinical Intervention Form | |
| FDLE Form | |
| Physical Examination Form | |
| Computer Skills Survey | |
| Student Orientation Checklist | |

_____ _____

Student's Signature Date