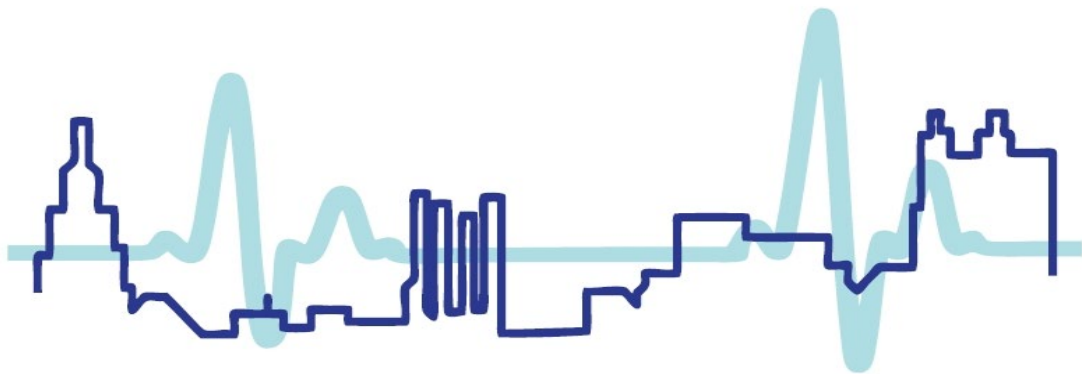


Occupational Therapy Assistant Program

Student Handbook
2023 - 2024

THE
MCC - PENN VALLEY
**HEALTH
SCIENCE
INSTITUTE**



METROPOLITAN COMMUNITY COLLEGE – PENN VALLEY-HEALTH SCIENCE INSTITUTE

Occupational Therapy Assistant Program

Student Handbook

Welcome!

Congratulations on your admittance into the Occupational Therapy Assistant program. Occupational Therapy is an exciting field with diverse opportunities. This handbook is designed to give you an overview and description of the program. You will want to reference the materials included in the handbook throughout the program. This handbook does not replace the college student handbook. The information contained in both handbooks applies to the program.

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All policies are subject to change. Students are held responsible for all policies in the current handbook available online.

ATTITUDE

“The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than the past, than education, than money, than circumstance, than successes, than what other people think, say, or do.

It is more important than appearance, giftedness, or skill.

It will make or break a company, a church, a home.

The remarkable thing is we have a choice everyday regarding the attitude we will embrace for that day.

We cannot change the inevitable.

The only thing we can do is play on the one string we have, and that is our attitude. I am convinced that life is 10% what happens to me and 90% how I react to it. And so, it is with you, we are in charge of our attitudes.”

Charles Swindoll

“Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behavior. Keep your behavior positive because your behavior becomes your habits. Keep your habits positive because your habits become your values. Keep your values positive because your values become your destiny.”

Mahatma Gandhi

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Metropolitan Community College's Mission, Vision, Values, & Purpose

Mission

Preparing students, serving communities, creating opportunities for all.

In order to accomplish this mission, the board of trustees has empowered the chancellor, as executive officer, to implement its policies. The chancellor, with the other officers of the District, will provide leadership in the implementation of the mission and goals of the District.

Vision Statement

MCC will be the Kansas City region's college of choice where all are encouraged to learn, discover and engage. Metropolitan Community College will be a high-performing institution that is learning-centered, affordable, and aligned around student success.

Values

During the development of MCC Reimagined and through extensive college and community outreach, MCC identified five value statements that represent the ideals the College will embody in its next chapter and beyond.

- Excellence - We deliver our very best as an employer, community partner, educator, and workforce training provider for all of Kansas City.
- Learning - We promote personal, professional, and lifelong learning opportunities that positively impact lives and shape the Kansas City workforce.
- Equity - Our institutional infrastructure fosters equity in employment and student learning and eliminates barriers to success for anyone.
- People - People serve as the cornerstone of what we do and why we do it. We invest in employee development, intentionally recruit and retain a workforce that represents the communities we serve, and embrace individuals of all walks of life as valued members of the MCC Wolfpack.
- Integrity - We conduct ourselves transparently, ethically, and in ways that honor the trust placed in us by our students, employees, and communities we serve.

Purpose Statements

In pursuit of MCC's mission, the district will:

- Provide courses and associate degree programs that prepare students to transfer to four-year colleges and universities to complete bachelor's degrees.
- Provide courses, certificates and associate degree programs to prepare students to enter the work force in skilled jobs and careers.
- Provide courses, certificates and associate degree programs to assist adult workers to upgrade their job skills, change careers, or advance in their careers.
- Provide instruction in core academic skills that prepare students to succeed in college-level courses and programs.
- Provide student development and support services to assist students to achieve their academic, career and personal goals.
- Provide and support activities to enhance student learning outside the classroom.
- Provide a range of services and accommodations to help all prospective students overcome barriers to access college programs and opportunities
- Provide courses and other educational and cultural activities to enrich the lives of members of the community.
- Provide business support services and other training and assistance to support the economic development of the community.
- Collaborate with other educational institutions, community-based organizations, agencies, businesses, and industries to meet the needs of the community

METROPOLITAN COMMUNITY COLLEGE – PENN VALLEY
Occupational Therapy Assistant Program
Mission Statement

The Occupational Therapy Assistant Program at Metropolitan Community College is committed to serving the community by providing quality education that is affordable and offers equal opportunity and accessibility while embracing diversity. All people possess worth and dignity and have an absolute right to be respected regardless of age, gender, race, religion, orientation, creed, or social, or economic status. Each person is a unique entity with specific biological and psychosocial needs whose ultimate goal is to achieve their full potential. The program design is complementary to the College's and the American Occupational Therapy Association's policies, procedures, and philosophical foundation. Provoking a sense of curiosity and inquisitiveness, the program aims to produce graduates with a lifelong desire to achieve personal and professional excellence. The mission of the Occupational Therapy Assistant Program at Metropolitan Community College is to graduate competent, entry-level, well-rounded, adaptable, ethical, and service-minded practitioners founded in the belief in the relationship between occupation, health, and well-being, practice guided by the ethical standards of the profession, and provide a necessary service to the community.

Revised 7/25/2022

METROPOLITAN COMMUNITY COLLEGE – PENN VALLEY
Occupational Therapy Assistant Program

Philosophy

Humans are complex beings existing within and participating in communities. Humanity requires an interactive process of continuous adaptation and growth. The adaptation process is facilitated through occupation (purposeful activity) and influenced by physical, social, personal, temporal, virtual, and cultural contexts. Occupational therapy education advocates the use of occupation as both a means and the end goal of therapy. Use of occupation results in a change in functional performance or context which then promotes survival, self-actualization, and quality of life.

The ability to continuously adapt to change in oneself, the environment, and one's performance is the key component to success in any situation. The occupational therapy educational process prepares practitioners to function effectively in the dynamic environments of a diverse and multicultural society. The instructional format provides learning experiences that will assist the student in the adaptation process while acquiring knowledge, skills, and behavior necessary to practice in this society. Education needs to involve the learner in a collaborative, integrated, and self-directed learning process to promote critical thinking, flexibility, creativity, and the desire for lifelong learning. Situations are provided to challenge students to push themselves outside the confines of their life experiences to attempt to gain an accurate understanding of their clients' worldview and life situations. Engaging the student as an active participant using occupation in a variety of contexts with multisensory instruction and current technology enhances learning.

The OTA faculty at Metropolitan Community College believes that certain concepts are fundamental to occupational therapy.

1. All people possess worth and dignity and have an undeniable right to be respected regardless of age, gender, race, creed, social, or economic status. Each person is a unique entity with certain bio-psychosocial needs whose ultimate search is for the achievement of full potential. During the life span, people proceed through a series of development stages and, within each stage, they undergo adaptive changes. In addition, an individual is continuously modifying and being modified by his or her environment. The vast arrays of experiences encountered by an individual in everyday life are products of both internal and external environments. Each person is a member of society and to function successfully within society, one will adapt by interacting and communicating with a changing environment based upon individual perceptions as change is an inevitable factor for living.
2. Health is a dynamic word that includes the biological, psychological, and social being of an individual. Health is the optimum adaptation of the individual to the stresses of the external and the internal environment. Adaptation is a change in function that promotes survival and self-actualization. Disturbances in adaptation can be the cause or effect of physical, emotional, or social disorders. Illness, which is a manifestation of a disease process, can disrupt health. Illness may result in various levels of dysfunction. Dysfunction is defined as a disruption in a person's ability to choose, organize or perform a task and may occur when adaptation is impaired. To the individual, dysfunction means poor health and a compromised state of being. Health and illness are viewed on a continuum. Health and illness are not constant or absolute but are ever-changing states of being.
3. Occupational therapy is based on the belief that purposeful occupation, comprised of interpersonal and environmental factors, may be used for health and wellness, remediation or restoration, prevention of

disease or injury, and compensation or adaptation. Occupations are ordinary and familiar things people do every day, and occupations have a psychological dimension. Occupations include purposeful activities, and purposeful activities are goal-directed behaviors or tasks that an individual considers meaningful. Occupations are the activities and tasks that facilitate intrinsic motivation for each unique individual. They are the activities or tasks that an individual likes to perform wants to perform, or has to perform in their life. Occupation as a modality for treatment is as diverse and complex as each individual we treat. The unique ability of the OT practitioner is to analyze and modify activities to be meaningful and satisfying to the participant to promote or maintain health, restore function, prevent injury or promote adaptation.

4. Learning occurs within the individual and is activated by the learner. Learning is a developmental process where growth in all domains of life may occur simultaneously. Therefore, the learner may be growing professionally, psychologically, socially, and culturally during any given educational experience. The learner enters the learning environment to attain goals. Progression toward goal achievement is promoted by moving from the familiar to the unfamiliar and actively involving the learner in the learning activity. Collaboration provides others with opportunities to develop knowledge and insight, encouraging creative thinking, facilitating problem solving, and developing skills. The teacher establishes an environment conducive to learning and guides the student in securing experiences that will promote optimal development. Instruction should occur in a variety of environments: the classrooms; the laboratories; and “real-life” experiences. Finally, the student has the obligation to contribute to this learning environment by actively seeking and utilizing educational opportunities.
5. Continual program evaluation is necessary to assure the effectiveness of instruction. Evaluation provides the instructor with valuable insight to understand the overall effectiveness of the instructional techniques being implemented and adapt instructional methods in order to meet educational goals. Professional development by faculty is necessary to provide instruction of current OT practice and thus ensure quality education.

Revised 6/16/2021

**METROPOLITAN COMMUNITY COLLEGE – PENN VALLEY
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

EDUCATIONAL GOALS

1. The OTA program faculty will prepare students for an Associate of Applied Science Degree – Occupational Therapy Assistant.
2. The OTA program will prepare all graduates for employment as entry-level Occupational Therapy Assistant practitioners as defined by the American Occupational Therapy Association competent to perform Occupational Therapy services in a wide variety of settings.
3. The OTA program will provide a course of study with clearly defined expectations for all students at all levels of the program and help each student to achieve these expectations.
4. The OTA program will provide equal opportunity for all people without regard to their race, color, religion, sex, sexual orientation, age, birth, ancestry, national origin, religion, or disability.
5. The OTA program will provide and promote accessibility and accommodations to those qualified students with disabilities.
6. The OTA program will enhance student awareness and appreciation of diversity within and outside the college community.
7. The OTA program will facilitate students' integration of theory and practice by providing effective didactic, laboratory, and fieldwork opportunities.
8. The OTA program will provide multisensory, current technological classroom instruction that supports lifelong learning, personal/professional development, and critical thinking.
9. The OTA program will instill ethical standards and attitudes in personal and professional conduct and relationship.
10. The OTA program will collaborate with community-based organizations and other educational institutions to ensure ongoing program effectiveness in instruction and for community needs.

METROPOLITAN COMMUNITY COLLEGE – PENN VALLEY
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
STUDENT COMPETENCIES

Upon completion of the OTA Program, graduates will demonstrate:

- Knowledge of the history of Occupational Therapy and the use of occupational as a basis for effective treatment implementation.
- Knowledge of the role delineation between the OTR and the COTA.
- Knowledge of the role of occupation in the promotion of health and wellness
- Knowledge of the scientific basis and effectiveness of occupational therapy treatment.
- Knowledge of AOTA’s standards and code of ethics for practice.
- Knowledge of state and federal regulatory and legislative actions and their effect on the delivery of OT and health care services.
- Knowledge of universal precautions.
- The ability to read and interpret professional literature and critically analyze new concepts.
- The ability to communicate effectively in written and oral communication.
- The ability to promote effective interpersonal relationships.
- The ability to implement occupation-based, comprehensive treatment which may include, but is not limited to:
 - Assessment of architectural barriers
 - ADLs and functional training
 - High and low assistive technology
 - Developmental activities
 - Endurance activities
 - Environmental modifications
 - Modalities (OT specific)
 - Muscle re-education, strengthening
 - Orthotic fabrication
 - Client/family/significant other/staff education
 - Positioning for wheelchair and bed
 - Wellness and health maintenance
- An understanding of the importance and value of lifelong learning to promote personal and professional growth.
- An understanding of the principles of:
 - Authority and responsibility
 - Planning and time management
 - Flexibility and problem solving
 - The supervisory process
 - Performance evaluation, policies and procedures
 - Fiscal considerations for OT
 - Quality assurance
 - Client and family interaction
 - Documentation and confidentiality
 - Management in OT

POLICIES & PROCEDURES

*******Response to Public Health Crises*******

Should a public health crisis occur during the OTA Program, there may be changes to the below policies and procedures that supersede the existing policies/procedures.

Admission, Progression, and Completion

Prospective OTA students have access to advisors at any of the MCC campuses to assist them with determining required courses and steps to apply. Additionally, students and advisors may work with the MCC Program coordinator or other faculty to determine admission requirements. In order to receive an AAS degree in Occupational Therapy, the student must complete all courses with a **grade of “C” or better** in each course required for the degree and must successfully pass all laboratory checkouts as outlined in each course syllabus. Additionally, students are expected to maintain a GPA of at least 2.0 in the program. Progression through coursework is outlined in the curriculum sequence included in the course information packet with no opportunity to complete OTA courses in variation of the sequence. Students failing to meet these requirements will be required to reapply to the Occupational Therapy Assistant (OTA) program, and if accepted, retake all OTHA courses in sequence beginning with semester 1 offerings.

Satisfactory (S) or Unsatisfactory (U) grades will not be accepted for program prerequisite courses, OTHA courses, or any other courses included in the degree requirements.

Students who apply to the program with previous OT coursework, whether from an OTA or OT school will be evaluated on an individual basis. Transcripts will be audited by the Student Data Center. When applicable and appropriate, the OTA program coordinator will work with Division Chairs and the advisor to submit course substitutions or waivers for limited courses to meet the requirements of the OTA degree. Students may be expected to take all OTHA courses in sequence beginning with semester one offerings.

Work experience cannot replace OTA program course content requirements.

The OTA student will follow guidelines set forth in individual course syllabi. Evidence of academic dishonesty in any OTHA course including fieldwork may result in termination from the program. If termination from the program results from academic dishonesty the student may not reapply to the program.

Probation Policy

The OTA student must demonstrate personal and professional qualities such as positive attitude, appropriate judgment, flexibility, self-confidence, resourcefulness, ethical behavior, professionalism (behavior, dress, hygiene, and communication), respect for others, personal responsibility, and tact. Documented incidents of unprofessional behavior may result in being placed on probation.

Students may be placed on probation within the OTA program for non-academic infractions including, but not limited to, clinical fieldwork. Students may also be subject to sanctions under the MCC Student Code of Conduct for the same violation. Once placed on probation, a student will remain on probation until they either graduate or a second probationary incident occurs. If a second incident occurs, the student will be dismissed from the program as well as be accountable for violations per the Student Code of Conduct.

Grounds for probation during class-related activities shall include, but are not be limited to, the following:

- a. Disruptive behavior (defined as any behavior that impedes the ability of other students to participate in education-based activities or inhibits learning and teaching)

OTA Program Handbook

- b. Illicit activities
- c. Dishonest behavior (sharing exam information, dishonesty to instructors, etc.)
- d. Multiple tardies (5 or more within a class, tardy is defined as 5 or more minutes late)
- e. Multiple absences (beyond the policy of the course)
- f. Violation of OTA program policies
- g. Failure to complete any requirements for classes including fieldwork
- h. Inappropriate use of social media affecting the program or clinical site

Grounds for probation related to clinical fieldwork include, but are not limited to, the following:

- a. Any grounds from above
- b. Insubordination
- c. Conduct potentially detrimental to the safety of clients, clinical facilities staff, college faculty or staff, or other students
- d. Unsatisfactory clinical performance as determined by college faculty
- e. Attendance related
- f. Inappropriate, unprofessional, and/or disruptive behavior
- h. Failure to comply with any fieldwork-related requirements and/or any fieldwork organization policies and procedures

If the probation related to clinical fieldwork results in the student being removed from that fieldwork, the student will be dismissed from the program.

A student placed on probation will be given a letter indicating the reason for probation and the ramifications of another incidence of probation. A meeting will be held between the faculty and/or program director and the student at that time.

Dismissal: A Student can be dismissed from the OTA program for the following infractions:

- A. Any incidence of cheating including, but not limited to:
 - 1. completion of assignments as a group rather than individual
 - 2. more than one incidence of plagiarism
 - 3. sharing of test questions in any form
 - 4. copying assignments or test answers
- B. Failure of any fieldwork course
- C. Obtaining less than a 'C' in any course
- D. More than one incidence of probation
- E. Other reasons as determined by faculty
- F. Violation of MCC Student Code of Conduct
- G. Repeated incidence of insubordination
- H. Ethical or legal violation(s)

Commitment to Diversity:

In this program, we are seriously committed to supporting diversity, inclusion, and equity among all classroom community members. We proactively strive to construct a safe and inclusive environment by respecting each other's dignity and privacy. We treat one another fairly and honor each member's experiences, beliefs, perspectives, abilities, and backgrounds, regardless of race, religion, language, immigration status, sexual orientation, gender identification, ability status, socio-economic status, national identity, or any other identity markers. Bullying, hateful ideas, violent language, belittling, racial slurs, and other disrespectful or "othering" language or behavior will not be tolerated.

Dress Code

The OTA student is expected to represent themselves and MCC in a professional manner both when off campus at an OTA program event and when outside speakers are presenting to the class. In these instances, students are expected to dress professionally. No athletic pants/joggers/sweat-pants, light/medium-wash or distressed blue jeans, shorts, tennis shoes or t-shirts will be allowed on these occasions. Students are expected to wear slacks, dress shirts or collared shirts or sweaters when representing the OTA program. Hats may not be worn on fieldwork or when guest speakers are present. Students will be asked to remove hats when taking an exam during class or lab. For fieldtrips and guest speakers, unless otherwise noted, students are expected to dress professionally as noted above. No jeans, shorts, tennis shoes or t-shirts.

Any violation of the dress code could result in the student being asked to leave the experience and/or up to 10 points deducted from the class.

*******“Due to the Covid-19 pandemic, it may be required for you to wear a mask or face covering on any MCC campus or facility, including the classroom setting, until/unless notified by MCC of the removal of this requirement. Not adhering to this requirement may result in disciplinary action as defined in the MCC Student Code of Conduct.”**

******* Additional PPE items may be required in lab courses or fieldwork sites and will be provided by the program or the fieldwork site.**

Program Requirements

The OTA student is required to obtain a student identification badge indicating OTA student. You will need to present proof of current enrollment in order to obtain this badge.

Students will be required to pay for document management and upload and maintain all required forms (blood borne pathogen, universal precautions, HIPAA examinations, liability & health insurance, CPR certification, immunizations, physical examination forms, etc.) to present at the request of the program coordinator, academic fieldwork coordinator, or the clinical fieldwork supervisor.

Students must maintain safety in all classroom and clinical settings. Safety considerations will be outlined in the individual course syllabi and could include limitations on footwear, use of safety equipment or other safety considerations. Students may only practice skills or work in unoccupied lab spaces with instructor permission and while adhering to all safety requirements.

Information regarding emergency response including weather, active shooter, fire, etc. will be provided during the first week of the program. Students are expected to remain informed of the emergency response plan and are encouraged to sign up for text alerts. <https://mccckc.edu/campus-safety/erp/>

Students are responsible for their own transportation to all educational activities including volunteer service learning, course-related activities, and Level 1 and Level 2 fieldwork. They may be expected to drive up to 70 miles each way.

Disability Support Services (DSS):

Metropolitan Community College (MCC) is committed to providing equitable access to all qualified students with disabilities in accordance with the Americans with Disabilities Act (ADA). If you have a disability which may impact your ability to access or participate in any aspect of my class, please contact the campus Disability Support Services (DSS) Coordinator, Celia Hancock, at 816-604-4293 or celia.hancock@mccckc.edu. The DSS Coordinator will work

with you to determine what disability documentation/information is needed in order to provide accommodations. Accommodations are determined on an individualized basis and may take some time to put in place, so early notification to DSS is helpful. More information is available at mcckc.edu/disability.

***Students testing with accommodations will need to inform the instructor and may be expected to schedule their exam at the Testing Center, using SmarterProctor, download Respondus and/or utilize monitored Zoom.**

Social Media

It is suggested that students of each year's class develop their own social networking page to communicate about course assignments, brainstorming sessions, education resources, etc. However, with social networking sites such as Facebook, Twitter, MySpace, Instagram, etc., students are prohibited from posting about OTA clinical sites and supervisors; protected patient and family information; and the OTA program without the approval of the Program Coordinator. All students must comply with HIPAA policies. Absolutely no photos can be posted in regard to patients or patient care. No photos of program materials, including tests, may be taken or posted. Should the clinical site's social media policy be more stringent, the student is required to comply with the clinical site's policy. Failure to comply with this social networking policy will result in failure of fieldwork if fieldwork-related and /or dismissal from the OTA program.

Grading Scale

The program grading scale, aligned with the majority of OTA programs across the country, is as follows:

A = 92-100

B = 84-91

C = 75-83

D = 66-74

F = Below 66

Instructors reserve the right to exercise professional judgment as to whether a student passes a course satisfactorily in cases where a student has borderline performance or has had documented difficulties with fieldwork.

Refer to individual course syllabi for specific grading points and criteria.

Passing a Course

Students must pass all assessment components in the course to successfully complete the course.

Exams, when averaged, must equate to a 75% or higher

Assignments, when averaged, must equate to a 75% or higher

Course average must also be 75% or higher

*** Students must pass all lab practical exams with 80% accuracy; as well as the grade for the lab portion must be at least an 80% to pass the course. Students are allowed to retest 1 time per practical to attempt to pass. A student may not earn more than a B (85%) on a retest. **If a student fails a practical a second time, they will not be allowed to continue in the course.****

Academic Dishonesty

Cheating will not be tolerated. Evidence of cheating will result in termination from the program with no opportunity to reapply.

Cheating is an act of deception which includes but is not limited to the following:

OTA Program Handbook

- Copying another student's assignment to turn in as their own
- Looking at another student's examination
- Taking pictures of exams at any time
- Copying questions from tests when taking it or reviewing it
- Talking with other classmates during an examination, including practicals
- Providing incorrect information regarding performance and attendance at fieldwork

Plagiarism will not be tolerated and will result in a failing grade for the first occurrence and possibly, dismissal from the program. Additional acts of plagiarism will result in dismissal from the program. Work completed for other courses submitted for this course or work previously submitted for this course and resubmitted will be considered plagiarism with all potential consequences noted above.

Please note that all assignments, projects and exams are to be completed solely by the individual student and not in a group or with partners unless otherwise specified in the instructions. If assignments turned in completed with answers exactly the same or similar, those students will be asked to meet with the instructor and/or the coordinator of the program and may earn zeroes on that assignment.

For additional information on the MCC Student Code of Conduct, please see

https://mcckc.edu/our-students/docs/student_code_conduct.pdf

Student Performance

Examinations will be reviewed with the student per individual class instructor's specifications. Students are not allowed to take pictures of exams or copy questions from exams for any reason. Course and individual assignment/assessment grades are maintained on the Learning Management System (Canvas) and students are responsible for monitoring grades in all coursework. Feedback on assignments will be provided in writing. Students are responsible for discussing any concerns about a grade with the instructor as soon as possible.

OTA faculty are responsible for the advisement of all OTA students in regards to coursework, professional behaviors, and fieldwork education. Each student will participate in a mid-term report/conference for the first three semesters of the program that will update them on their performance and allow them the opportunity to voice questions or concerns. Both the student and an instructor will complete the midterm assessment and then meet to discuss the ratings. Students are expected to reflect on their performance in all areas honestly and participate fully in the midterm process. If a student is having problems a plan for improvement will be initiated to assist the student in becoming more successful. A copy of the mid-term report will be kept in the student's file located in the program coordinator's office. Files may be kept up to three years after completion of the program for data collection purposes.

If a student has concerns or difficulties in a course, the student should voice their concerns to the course instructor/fieldwork educator first. If the student's needs are not met, the student should then contact the program coordinator. If the student feels the program faculty is not meeting their needs, assistance may need to be obtained from the Dean of Instruction only after speaking with the program faculty and coordinator.

A student needs to represent themselves in matters of concern. Faculty and administrators will not respond to anyone but the individual who has the concern.

During the last fall semester of the program, students will be expected to meet with the program coordinator to discuss course progression and ensure eligibility for graduation after completion of Level II Fieldwork.

Metropolitan Community College
Occupational Therapy Assistant Program
Mid-Term Professional Behavior Assessment

Student _____ Date _____ Program Term _____ Current Grades: _____						
Instructions: For each section, review the skill/behavior and rate the area on a scale of 1-5 (1 = poor, 3 = inconsistent/developing, 5 = exceptional). Offer comments/examples to support the rating given. Complete the strengths and areas of growth based on the assessment.						
Dependability <input checked="" type="checkbox"/> Punctual and consistent attendance <input checked="" type="checkbox"/> Adheres to class/FW schedule <input checked="" type="checkbox"/> Contacts instructors prior to absence from class/FW <input checked="" type="checkbox"/> Takes responsibility for missed work <input checked="" type="checkbox"/> No incidents of cheating/plagiarism <input checked="" type="checkbox"/> Respects HSI and FW site property <input checked="" type="checkbox"/> Adheres to MCC and OTA program policies <input checked="" type="checkbox"/>	1	2	3	4	5	Comments:
Active Learning <input checked="" type="checkbox"/> Actively participates in all learning activities <input checked="" type="checkbox"/> Offers own thoughts/ideas in discussions/class collaborations <input checked="" type="checkbox"/> Formulates/asks relevant questions <input checked="" type="checkbox"/> Identifies need for further information or clarification and appropriate time to seek this information <input checked="" type="checkbox"/> Identifies relevant resources to access information <input checked="" type="checkbox"/> Uses effective written communication skills <input checked="" type="checkbox"/> Uses “down time” and lab time productively	1	2	3	4	5	Comments:
Preparation <input checked="" type="checkbox"/> Completes assignments on time and meets due dates <input checked="" type="checkbox"/> Brings needed materials to class/FW/lab <input checked="" type="checkbox"/> Reviews, reads and researches assigned materials <input checked="" type="checkbox"/> Ready to engage in activities when class begins <input checked="" type="checkbox"/> Uses available resources to track own work/due dates <input checked="" type="checkbox"/> Maintains professional appearance during class <input checked="" type="checkbox"/> Follows dress/safety requirements for lab/FW	1	2	3	4	5	Comments:
Interpersonal Relations <input checked="" type="checkbox"/> Understands roles of peers/educators	1	2	3	4	5	

<ul style="list-style-type: none"> ✓ Accepts personal differences and others opinions ✓ Sensitive to others' personal space/belongings ✓ Avoids use of offensive language/statements ✓ Listens attentively to peers/educators ✓ Avoids interrupting or monopolizing conversations ✓ Initiates conversation at appropriate place and time ✓ Ends conversations when appropriate 	<p>Comments:</p>
<p>Communication</p> <ul style="list-style-type: none"> ✓ Recognizes impact of non-verbal communication (eye contact, voice tone/pace/volume, facial expressions, gestures) ✓ Offers two-way communication ✓ Contributes in group efforts/discussions equally ✓ Expresses self in a manner that encourages dialogue (direct, polite, clear, asks questions of others, etc.) ✓ Receptive to feedback ✓ Practices active listening ✓ 	<p style="text-align: center;">1 2 3 4 5</p> <p>Comments:</p>
<p>Problem Solving</p> <ul style="list-style-type: none"> ✓ Recognizes problems and begins to examine solutions independently ✓ Applies current resources and identifies those needed to develop answers/solutions to issues ✓ Confident with own knowledge and abilities ✓ Comfortable making mistakes and learning ✓ Exercises judgment in use of materials/resources 	<p style="text-align: center;">1 2 3 4 5</p> <p>Comments:</p>
<p>Safety and Health</p> <ul style="list-style-type: none"> ✓ Approaches tasks in an alert, conscientious and self-paced manner ✓ Ensures a neat, organized and hazard free environment ✓ Handles tools and equipment correctly ✓ Consults with educator for any potentially dangerous situation ✓ Assumes responsibility for adequate sleep, nutrition and health care needs ✓ Recognizes and attends to own stressors/personal needs ✓ Identifies and uses a support system ✓ Seeks advisement when needed ✓ Utilizes resources available at MCC or as advised by instructors 	<p style="text-align: center;">1 2 3 4 5</p> <p>Comments:</p>
<p>Flexibility</p> <ul style="list-style-type: none"> ✓ Welcomes new learning and challenges ✓ Applies own creativity to generating alternatives ✓ Formulates critical thinking on various topics/approaches ✓ Comfortable with ambiguity, variables and change ✓ Cooperative in schedule group work or changes in schedules 	<p style="text-align: center;">1 2 3 4 5</p> <p>Comments:</p>

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	1	2	3	4	5
Self-Direction <ul style="list-style-type: none">✓ Takes initiative in all phases/aspects of learning✓ Works within knowledge/competency✓ Accepts responsibility for actions and outcomes✓ Assesses own performances and adjusts as needed✓ Modifies behavior based on feedback✓ Utilizes professional literature effectively	Comments:				

Summary

Strengths:

Areas of Concern:

Plan of Action:

Student signature and date

Faculty signature and date

Occupational Therapy Assistant

Student Name: _____ Program Years: _____

A.A.S. Occupational Therapy Assistant

202200 -Revised 8/22/2019

Program Prerequisites	Credits	Semester Year	Grade	
Any biological or physical science course. (BIOL, CHEM, GEOL, or PHYS)	4-6			
BIOL 150 Medical Terminology	2			
OTHA 100 Introduction to Occupational Therapy	2			
ENGL 101 Composition and Reading I	3			
COMM 100 Fundamentals of Speech or COMM 102 Fundamentals of Human Communication or COMM 223 Interpersonal Communications or COMM 233 Intercultural Communications	3			
HIST 120 United States History to 1865 or HIST 121 United States History Since 1865 or POLS 136 Introduction to American National Politics or	3			
PSYC 140 General Psychology	3			
HLSC 108 Anatomy and Physiology Health Professions or BIOL 109 Anatomy and Physiology or BIOL 110 Human Anatomy and BIOL 210 Human Physiology	4-10			
Specific Program Requirements			Midterm Grade	Final Grade
OTHA 102 Documentation Guidelines	2			
OTHA 103 Clinical Conditions	2			
OTHA 106 Therapeutic Interventions I	4			
OTHA 114 Introduction to Fieldwork	1			
OTHA 116 Level I Fieldwork I	.5			
OTHA 118 Assessment and Intervention	3			
OTHA 120 Pediatrics	2			
OTHA 121 Level I Fieldwork II	1			
OTHA 130 Kinesiology: Applied Analysis of Movement	4			
OTHA 154 Applied Neurology	2			
OTHA 201 Mental Health	2.5			
OTHA 202 Physical Dysfunction: Applications for Practice	3			
OTHA 203 Gerontology	2			
OTHA 208 Therapeutic Interventions II	4			
OTHA 212 Level I Fieldwork III	2			
OTHA 217 Occupational Therapy Capstone	2			
OTHA 222 Level II Fieldwork	12			
Total Credit Hours Required	73 – 81			

Attendance and Tardiness Policy

The faculty believes that frequent and prompt attendance in class and labs is critical for successful completion of the program. Getting information from classmates does not always adequately replicate the information given in the classroom.

Attendance in lectures and labs

You must call or e-mail the instructor prior to the beginning of the class/lab to report absences. Students are expected to demonstrate courteous and professional behavior by arriving/logging on for class consistently and on time in order to pass the course. Attendance at scheduled lecture sessions is required unless the student made prior arrangements with the instructor.

Attendance in lab is required. If you have a situation when you need to attend the other lab time, you need to make that request to the instructor one week prior. Please do not come to lab if you are experiencing any symptoms of illness. If this occurs, please notify the instructor.

Tardiness

Students need to arrive to the HSI leaving enough time to arrive at class prior to the start time. Please e-mail the instructor if you will be late. Excessive tardiness may result in lost points in courses.

Absence from an exam

The student is allowed to make up one exam missed due to issues with technology, illness, or other issues discussed with the instructor prior to the test date. The student has 2 school days following the originally scheduled date of the exam to take the exam unless extenuating circumstances exist and an extension has been arranged with the instructor. It is the student's responsibility to make sure the exam is taken within the required period by contacting the instructor to schedule the exam or following the guidelines in the course syllabus.

Lab practicals cannot be rescheduled unless there are extenuating circumstances. If you miss a lab practical without previously arranging a time to take the practical, you will not be able to retake it and will not pass that course. Emergency situations will be reviewed on a case-by-case basis by the instructor and the Program Coordinator.

Absence from field trips/guest lecturers

Due to the educational benefit provided by field trips and guest lecturers, attendance is mandatory unless approved previously by the instructor. Unapproved absence from a field trip or guest lecturer will result in a 5-point deduction each from the final grade for that class.

Refer to individual course syllabi for additional attendance and make-up exam requirements.

Health Information and Requirements

COVID-19:

Please refer to your course syllabi for the most recent MCC Covid-19 policies and procedures.

Students are asked not to come to campus if they have been exposed to COVID-19, have tested positive for it OR are not feeling well.

Health Insurance:

Student health insurance is the sole responsibility of the student and is recommended to be carried by all students.

Emergency:

In case of a medical emergency on campus, individuals need to call campus police at (816) 604-1200 or 911. Cost for emergency services is the responsibility of the individual undergoing medical care.

In the case of potential medical emergencies (i.e. allergic reactions, seizures, etc.), the student is responsible for communicating with the faculty and fieldwork location as to the plan of care and location of any emergency medical interventions (Epi-Pen or other). Students are expected to follow the facilities medical emergency procedures and the cost for emergency services is the responsibility of the individual undergoing medical care.

Extended Absence:

Extended absence from the program due to a situation beyond the student's control will be dealt with on an individual basis. Faculty will attempt to work with the student to make up coursework as needed. If the absence is excessive the student will be withdrawn from the courses currently enrolled. Level II Fieldwork may be completed within 18 months of completion of didactic coursework only with the approval of both the fieldwork coordinator and program coordinator. Students who are allowed to extend their Level II fieldwork will have to demonstrate competencies through exams and laboratory check-outs and will not be guaranteed input on their placements. Failure to complete fieldwork within 18 months of the completion of didactic coursework will result in withdrawal from the program.

CPR Certification:

Students will take the required CPR class through MCC unless otherwise approved. Evidence of CPR Certification must be provided prior to scheduling of Level I and Level II Fieldwork.

Blood Borne Pathogens, Universal Precautions and HIPAA:

All students must successfully complete the blood borne pathogen, universal precautions and HIPAA examinations prior to beginning their first fieldwork rotation.

Clinical Compliance Requirements: Immunizations, Background Checks and Physical Examinations

Students must submit a yearly physical examination

**On January 1, 2004, the Joint Commission instituted new regulations that must be followed in order for hospitals, home health agencies, clinics, etc., to gain or maintain accreditation status. One of these new regulations requires all persons who are involved with direct patient care activities, i.e., employees, volunteers and students, must have criminal background checks, as well as other healthcare-related checks.*

Official Documentation (lab results) for each titer must be provided. Immunization dates (mm/dd/yyyy) must be included in an official document stating the student's name, date of immunization, and name of immunization. An "Official Document" must show the health care provider's name/organization, and phone number and have appropriate signatures, for example a physician's prescription pad, an official clinical record. TB testing results must show the student's name, health care provider's name/organization, date placed, date read, results in millimeters induration, and have appropriate signatures.

TITER / IMMUNIZATION REQUIREMENTS

Hepatitis B –

The Hepatitis B Vaccine Official Documentation must be provided for all three injections and a titer drawn showing proof of immunity.

OR

A signed Hepatitis B waiver must be on file in the document manager on Castlebranch. Note: signing the waiver releases you from having a titer drawn if you have had the 3 injections. It is the choice of the student whether he/she wants information regarding immunity.

Timeline - The second dose should be administered at least 1 month after the first dose; the third dose should be administered at least 2 months after the second dose (and at least 4 months after the first dose).

Chickenpox (varicella) –

Complete an IGG titer. Titer must be dated and the result showing evidence of immunity must be a part of the Official Documentation. (Equivocal or Negative is not acceptable.) If no immunity is present, two immunizations must be taken.

OR

Have two immunizations completed and upload the Official Documentation to Castlebranch. There will need to be a **minimum of 4 weeks** between injections.

Measles, Mumps, Rubella – (Typically given in infancy at age of 12-15 months for first dose and completed prior to beginning Kindergarten)

Complete an IGG titer for each (measles, mumps, rubella). Titers must be dated and the result showing evidence of immunity for each (measles, mumps, and rubella) must be a part of the Official Documentation. (Equivocal or Negative is not acceptable.) If no immunity is present, two immunizations must be taken.

OR

Have two immunizations completed **A Minimum of 28 days after the first vaccination** and upload the Official Documentation to Castlebranch.

Tuberculosis Screen –

Skin Test - Must have official documentation of a current annual skin test (cannot be over one year old). If you have an expired or never had a TB skin test, then the 2 step Mantoux skin test is required. Results must be documented in millimeters of tissue involvement (induration). **See next page for further information.**

Alternative tests – T-Spot or QuantiFERON Gold – blood tests

If TB test is positive or the student has history of positive skin tests, a Negative Chest X-Ray (less than two years old) is required.

Tetanus-Diphtheria –

The initial series is typically given in childhood and boosters are required every ten years. The booster should be of Tetanus-Diphtheria and acellular pertussis (TDaP). If the booster has been given within the last ten years, provide official documentation of the date (month/day/year) of the immunization. If the booster is ten years old or older, have the TDaP immunization and provide official documentation of the date (month/day/year) of the immunization. Titers are **not** acceptable for any portion of TDaP.

Information on Two-Step TB Skin Test

The two-step test is NOT the usual PPD skin test in which you receive an injection of PPD and the test area is observed one time at specific time frame. The two-step PPD test is used to detect individuals with past TB infection who now have diminished skin test reactivity. This procedure reduces the likelihood that a boosted reaction is later interpreted as a new infection. The reason for the 2 stage PPD test appears to be the "booster phenomenon." It occurs in some people who were infected with TB in the past because the body loses its ability to react to the tuberculin solution. Thus, when these people are tested many years after the initial infection they may have a negative reaction. However, if they are tested a second time within up to one year of the first test, they may have a positive reaction. This positive reaction is due to a "boosted" ability to react to the tuberculin solution. To avoid misinterpretation between a boosted response and a new infection, many facilities employ the 2-step testing procedure. In this procedure a person is given a baseline PPD test. If the test is negative, a second test is administered one to three weeks later. If the second test is negative, the person is considered uninfected. If the second test is positive, then the person is considered to have a "boosted" reaction to an infection that occurred a long time ago. Beyond that, secondary testing is useful to help offset potential false negative testing results.

The Four Visit Approach

Visit 1, Day 1

The PPD antigen is applied under the skin.

Visit 2, Day 3

The PPD test is read. If the first test is positive, it indicates that the individual is infected with TB. A chest X-ray and evaluation is necessary. If the individual is asymptomatic and the chest X-ray indicates no active disease, the individual can enter patient care areas.

Visit 3, Day 7

A second PPD skin test is applied to those individuals in whom the PPD skin test is negative.

Visit 4, Day 9

The second test is read. A positive test 2nd test indicates TB infection in the distant past. The individual is referred for a chest X-ray and evaluation by a physician. An asymptomatic individual whose chest X-ray indicates no active disease may enter patient care areas. Positive PPD tests at this point could indicate TB infection. Thus, a chest x-ray is necessary.

Covid Vaccination

At this time MCC does not require students receive the Covid-19 vaccination series, however, fieldwork sites/health care facilities have the right to require any student participating in a live clinical setting be vaccinated against COVID-19 and supply proof of COVID-19 vaccination including dates. If COVID-19 vaccinations are required, MCC Allied Health programs must follow the requirements the clinical site concerning immunization requirements. The health care facility is not required to make any accommodations to faculty in regards to vaccinations. These guidelines are required by clinical sites for patient safety.

Criminal Background Checks

Clinical sites require that only students with an acceptable consumer report, as it relates to criminal background, be allowed to participate in clinical rotations. Therefore, prior to commencing the clinical portion of your program, Metropolitan Community College (MCC) will have Validity Screening Solutions, a credit reporting agency, conduct a background check.

MCC shall not use the results of a background check as criteria for admission to any program or course.

However, you should know that you will not be able to obtain a license to practice or be allowed to participate

in clinicals should you have an unacceptable background as defined by state law regarding health care providers. An unacceptable background includes a felony and/or class “A” misdemeanor conviction.

Information Management

Health Information will be managed by CastleBranch, a secure platform with whom the student will enroll to complete background checks, drug testing and medical document management. Enrollment with CastleBranch includes the background check, drug test and document manager for a cost of approximately \$120. A Family Care Safety Registry report is also required at a cost of an additional \$12. All required items must be uploaded to the CastleBranch website and reviewed for compliance in order for the student to be eligible for clinical Fieldwork placement.

Drug-Free Workplace, Campus and Community - Drug Screen Policy

MCC – Penn Valley is committed to maintaining high standards in all programs including allied health and nursing education and practice. Safe practice includes efficient, reliable, and unimpaired student performance at all times including in the classroom and in a clinical setting. Being under the influence of drugs or alcohol poses serious safety and health risks not only to the user but also to all persons who come in contact with the user. Students are required to perform all education-related activities in appropriate mental and physical condition

MCC-PV has adopted the Federal Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. The policy is one of zero tolerance. Together with the college’s Drug-Free policy, the Code of Student Conduct imposes prohibited conduct and possible disciplinary action. If in violation of these policies, students subject themselves to disciplinary actions up to and including suspension or expulsion from the college and its programs.

Clinical facilities are committed to providing a safe environment in order to protect its patients, residents, employees and visitors; to provide the highest level of service; and to minimize the potential for accidents and injuries. Therefore, many of the clinical contracts between MCC – PV and hospitals, clinics, and other facilities have a component requiring drug screening for allied health and/or nursing students. The clinical site might require that an MCC – PV allied health and/or nursing student complete and pass a drug screen prior to being admitted into the facility as a student. Additionally, some clinical facilities require random drug testing during the duration of a clinical rotation. Refusal to submit to a drug screen or testing positive can make a student ineligible to participate in clinical training. Students are not eligible to continue to a subsequent semester without successful completion of the clinical component in any semester of coursework.

The cost for further drug screening may be covered by the clinical facility. If not, the student is responsible for the cost.

Student Fieldwork Manual

Ashlee Snyder-Cox OTR/L
Academic Fieldwork Coordinator

Office: HSI 410D
Phone: 816.604.4235
Email: Ashlee.SnyderCox@MCCCKC.EDU

Office Hours: see syllabi

The Penn Valley Occupational Therapy Assistant Program is a full-time Kansas City based program. During fieldwork, you will be required to have a car or transportation to report to your placement and possibly to different facilities during the day. You may need to drive up to 70 miles each way for a fieldwork placement.

ACCOMMODATIONS

If you need an accommodation due to a disability under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, contact disability Support Services (DSS), 604-4293. Advance notice may be necessary for some accommodations to be provided in a timely manner. Accommodations must be supported by adequate documentation and are determined on an individualized basis.

Level I Fieldwork

Level I Fieldwork (FW) experiences are part of a class every semester. The first fall semester you will take OTHA 116, Level 1 FW 1, which has a lecture component as well as a 20-hour observation fieldwork component within an assigned month. The first spring semester you will complete OTHA 121 Level 1 FW 2, another 20-hour fieldwork within an assigned month. The second fall semester you will take OTHA 212 Level 1 FW 3. You will be assigned to two different practice settings (ex: mental health and physical disabilities) and complete approximately 40 hours at each site.

As stated in the 2018 Accreditation Council for Occupational Therapy Education (ACOTE) Standards which became effective 7/31/2020:

“The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients.”

Students will work on developing professional behaviors, attitudes, and skills while on Level I Fieldwork. In general, experiences are provided to help students progress from making observations, to co-treating individuals and/or groups, contributing to data collection, intervention plans, and documentation under the supervision and direction of their FW supervisor.

The Academic Fieldwork Coordinator will arrange Level I Fieldwork experiences for students and an attempt will be made to expose you to a variety of practice settings in the greater KC area and may include virtual and/or simulated experiences. Some Fieldwork experiences require a concentrated block of time, where as others are shorter and interspersed over a one-month period. Specifics will be explained at the beginning of each FW course via Canvas, the Internet course delivery platform. If you have questions or concerns regarding fieldwork, the person you need to talk with is Ashlee Snyder-Cox, as other faculty will not be able to answer specific fieldwork course content questions.

Level I Fieldwork (FW) may be scheduled for part of a day, full days, or full weeks, that does **not** interfere with your class schedule and is convenient and agreeable with your fieldwork supervisor. Your personal schedule (child care, work schedule, recreation schedule, social time, etc) is **NOT** to interfere with scheduling Level 1 fieldwork. Again, FW is scheduled during the times students are not required to be in a regularly scheduled class. Students are not allowed to miss class, required class activities, or have personal life experiences interfere with participation in fieldwork experiences.

It is not recommended to work during the semester, however we realize some students will work. Working students need to advise their employers at the beginning of each semester of the approximate dates for Level I Fieldwork so that work hours can be adjusted to allow time for fieldwork. Dates and times for Fieldwork Level I are posted early enough to allow students to plan accordingly.

Level II Fieldwork

General Information

Level II Fieldwork (FW) is an exciting time and the highlight of your educational experiences. It provides an opportunity for students to implement their knowledge base and begin to “think and act like an occupational therapy assistant.” You should check the Fieldwork Data Information Sheets for each of your fieldwork sites to find out their requirements (see Ashlee for access). All fieldwork centers request proof of immunizations, TB screening, & completion of site-specific paperwork before you may begin fieldwork. You are responsible for keeping, making available, all above mentioned to your FW site through CastleBranch. Further, you may wish to clarify any other requirements with your fieldwork affiliation when you write them one month prior to your starting date.

ALL FIELDWORK STUDENTS MUST HAVE CURRENT CPR CERTIFICATION and most sites will require proof of that certification prior to beginning your fieldwork, or on the first day of your experience. You are responsible for independently recertifying at appropriate intervals. If you do not have current certification when your Level II experience begins, you may jeopardize your placement and will not be guaranteed a replacement experience.

Some sites will require additional steps before you may begin fieldwork. These may include, but are not limited to: additional criminal background check, fingerprinting, proof of malpractice insurance, completing of orientation and/or HIPAA training, a copy of your transcript and specific GPAs, interview, etc. Most of these items must be completed & submitted directly by the student. Please allow yourself plenty of time to take care of these steps before beginning your fieldwork experience so that you do not jeopardize your placement. Some sites will do random drug screenings during the fieldwork.

The Clinical Fieldwork Coordinator works to meet the individual, educational, and personal needs of an entire class of students, as well as meet the standards established by the Accreditation Council for Occupational Therapy Education (ACOTE) and Metropolitan Community College - Penn Valley OTA Education Department.

As stated in the 2018 ACOTE Standards which became effective 7/31/2020:

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

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The fieldwork experience is to provide students with the opportunity to integrate academic knowledge with the application of skills in a practice setting.

The selection of fieldwork for an individual student is a collaborative process. Each student's needs and preferences are considered, but the final decision for all fieldwork placements resides with the Fieldwork Coordinator. Your clinical supervisor is assigned by a facility representative and is not negotiable by the student. Students are encouraged to be flexible and open to new learning opportunities as well as suggestions from the Fieldwork Coordinator.

A total of 16 weeks of Level II Fieldwork is required: typically, two months in two different practice settings. Each student will be required to complete two experiences that coincide with what would be considered appropriate practice areas for entry-level therapy assistants. These two experiences will be qualitatively different in terms of areas of practice and age groups of consumers served. Part-time fieldwork is not encouraged but may be available on a case-by-case basis if an appropriate site/fieldwork educator is available. A part-time option would only be available for one of the two Level II fieldworks and only at the discretion of the AWFC and program coordinator. The OTA program supports student completion of fieldwork in two different settings each for the full 8 weeks. Changes to this may be allowed on a case-by-case basis but would require the student to complete two experiences in different practice settings. For example, a student could be assigned to the same hospital system and complete one fieldwork in an acute setting and the other in their outpatient setting. Additionally, in the rare event a student needs to change fieldwork sites mid-fieldwork, the student could potentially continue their experience at a different clinical site rather than starting over. In these cases, the student must be demonstrating above average competencies.

The Fieldwork Coordinator schedules and arranges all fieldwork placements. Only those facilities with which the Occupational Therapy Education Department has contracts are considered for student placement. Reservations for fieldwork at particular centers vary from year to year. Therefore, opportunities at a particular setting may be limited. The Fieldwork Coordinator will provide you with two confirmed reservations as you begin to prepare for your first Level II experience. The beginning and ending dates of your fieldwork have been confirmed with the center by the Fieldwork Coordinator. You will not be allowed to change your beginning and end dates.

Types of Potential Settings for Level I & Level II Fieldwork & Populations

Students will have fieldwork experiences in a variety of service provision systems & to a variety of populations. The settings may be traditional (i.e. hospitals, schools, home-health), nontraditional (i.e. community-based, vocational rehabilitation, etc.) or emerging practice areas (i.e. telehealth, criminal justice, sites where a need exists, but services are not being provided). Some of the placements may include large and small hospitals, home-based programs for infants and toddlers or adults, hospice, community mental health centers, other community settings (ex. American Stroke Foundation) rehabilitation centers, geriatric centers, public and private schools, therapeutic activity or work centers. This will allow for a broad exposure to the profession. Students will be exposed to individuals/groups across the life span and with various physical and psychosocial performance deficits.

Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Level I

OTA Program Handbook

Fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences.

Populations may include disabled or well populations, age-specific or diagnosis-specific clients.

Supervision

Level 1 Fieldwork

Students may be supervised by OTRs, COTAs, or other professionals, and may be co-supervised by Level II OT students under the direction of an OTR

Level 2 Fieldwork

Students are supervised by OTRs or COTAs with at least one year of clinical work experience. Students may also be co-supervised by OTRs with less than a year of experience, COTAs, and/or other professionals. Group and part-time supervisory models may be used at some fieldwork sites, which may include OT and/or OTA students adding an intraprofessional collaboration component. You may have multiple supervisors who contribute to your evaluation and daily experiences.

Additionally, as stated in the ACOTE standards with regard to Level II Fieldwork supervision, “Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client’s condition, and the ability of the student to support progression toward entry-level competence.” While on Level II fieldwork students, regardless of the supervisory model, initial direct supervision will be provided by the fieldwork site and Fieldwork Educator(s), only to decrease as the student meets the level of skill competence indicated.

Timeframes

The Fieldwork Coordinator is responsible for scheduling all fieldwork experiences and for confirming the beginning and ending dates for each fieldwork. The scheduling process of Fieldwork Level II will begin the later part of your second fall semester.

Fieldwork typically occurs during the second Spring semester (January through February and March through April). Please note that the start day for Level II fieldwork does **not** correlate to the start of the MCC semester. Students will be starting fieldwork earlier in January than the general student population will begin spring courses. A student must successfully complete 16 weeks of FW. If a day is missed due to illness, snow, in-service, or any other reason, the day will be made up at the end of the rotation. You are not guaranteed a spring break week either.

Career Goals

Students should consider their goals for the future when requesting fieldwork placements. For students who are specifically interested in working in pediatrics or geriatrics, for example, it may be helpful to request fieldwork experiences that will provide these specific opportunities. Students who have not clearly defined a specific area of interest in OT should not be concerned. A benefit of fieldwork is to allow students the opportunity to have a variety of experiences and clarify their career goals.

Fieldwork Expenses

It is important to plan ahead to meet all financial obligations during fieldwork. Tuition as well as travel (up to 70 miles one way), living arrangements, commuting costs, and day-to-day personal expenses will continue as during an academic semester. Many fieldwork centers require students to commute between locations during the fieldwork; therefore, a car is necessary. Students may be asked to complete projects for their fieldwork site and may be required to pay for supplies to complete these projects.

Fieldwork in Other States/Countries

At this time, MCC cannot guarantee students would be able to complete FW in a state other than Kansas and Missouri. If completing a FW in another state is something you are interested in doing, you will need to discuss this with the Fieldwork Coordinator during the first semester of the program in order to have time to determine the possibility of doing so. At this time, there is no opportunity to complete fieldwork outside of the United States.

Placement in Sites Where Students Have Had Previous Experience

As a general policy, the Fieldwork Coordinator will not assign a student to a fieldwork site where he/she:

- Has been previously employed and/or has volunteered extensively. Such a placement could put the clinical educator in a difficult situation during evaluation of the student's performance. The level of familiarity may also provide the student with an unfair advantage, and may restrict that student's opportunity to gain experience from a number of different settings.
- Has completed a week-long Level I Fieldwork experience (i.e. as part of the Level 1 FW III class). Fieldwork should reflect a variety of settings, populations and age groups; completing two experiences at the same setting will limit the student's opportunity to meet this goal.
- Has an agreement for employment after graduation. Such a placement could create an unfair situation and may restrict the student's opportunity to gain experience.
- Has a family member working in, or collaborating with, a particular site. Such a placement could put the clinical educator in a difficult situation and/or provide the student with an unfair advantage.

It is the student's responsibility to keep the FW Coordinator informed of the above. If this is not done and a student has been placed at a site where they have been or will be affiliated, the student's FW experience will be terminated and the student will be placed at another site for eight more weeks, delaying graduation.

Under special circumstances, the Fieldwork Coordinator will consider waiving the above policy.

Changes in Fieldwork Placements

Fieldwork centers may find it necessary to cancel a fieldwork reservation or placement due to unpredictable circumstances (i.e., unexpected staff shortage). When fieldwork placements are canceled, it is important for students to maintain a sense of flexibility and optimism. The Fieldwork Coordinator will make every effort to reschedule the student quickly in a fieldwork setting that is of interest to the student and meets the student's educational needs.

Health Insurance for Fieldwork

Metropolitan Community College- Penn Valley and all fieldwork centers recommend students carry & provide proof of current personal health insurance coverage. This is your option, but be advised if you decide *not* to carry health insurance and you become ill or get injured during FW, all expenses will be your responsibility.

Medical Emergencies

In the case of potential medical emergencies (i.e. allergic reactions, seizures, etc.), the student is responsible for communicating with the faculty and fieldwork location as to the plan of care and location of any emergency medical interventions (Epi-Pen or other). Students are expected to follow the facilities medical emergency procedures and the cost for emergency services is the responsibility of the individual undergoing medical care.

If a student must be removed from a fieldwork site due to individual medical safety concerns, the student will be expected to work with the Access office and the academic fieldwork educator to determine a safe setting to complete fieldwork. The student will be responsible for managing their safety.

Professional Liability Insurance for Fieldwork

Metropolitan Community College- Penn Valley covers all students enrolled for Level 1 & II Fieldwork under the college's liability policy.

Automobile insurance

Occupational Therapy Assistant Program and Clinical Site Requirements. An affiliation arrangement exists between Metropolitan Community College and certain healthcare providers a/k/a "clinical sites" where students gain practicum experience. As a condition for participating at a particular clinical site, students must agree to adhere to the policies and regulations of the clinical site. Certain clinical sites in the Occupational Therapy Assistant Program, such as home health sites, may require students to furnish proof of automobile insurance, among other requirements. If you have an alternative mode of transportation in which you will not operate a motor vehicle to travel to and from the clinical site, and you, therefore, request an exception from the insurance requirement, please speak with your program coordinator immediately to determine if the clinical site will make an exception. Documentation of the basis for your request may be required. MCC cannot make any representations or assurances to students that the clinical site will accommodate an exception request because the site's unique policies, procedures, and regulations function separately and apart from MCC's program requirements.

Tracking Student Academic Performance

It is important that the student communicate regularly with the Academic FW Coordinator as indicated in the course syllabus. Whenever student performance in FW falls below average, the student should contact the Clinical FW Coordinator in a timely manner to seek guidance as well as communicating with their clinical FW supervisor.

Eligibility to Sit for the National Certification Examination for Occupational Therapy Assistants

Students from Penn Valley must successfully graduate with an Associate in Applied Science degree to be eligible to sit for the certification exam given by the National Board for Certification in Occupational Therapy

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(NBCOT). Make sure you are familiar with the application process (see NBCOT). To be eligible to practice occupational therapy, students must successfully pass this exam.

Students must also obtain a temporary or permanent state license in order to practice occupational therapy (See the Kansas State Board of Healing Arts or Missouri Board of Occupational Therapy for requirements).

Attendance / Absence

Prompt & regular attendance at all scheduled FW class sessions is expected as part of the professional education process for occupational therapy assistant students. More specific guidelines for attendance will be established by the FW Coordinator for each academic or fieldwork course. Level 2 attendance requires the successful completion of 80 days / 16 weeks. Students are not allowed to shorten FW time for any reason.

Students are expected to arrive promptly to both class and fieldwork experiences. Tardiness will be brought to the student's attention and to the Program Director's attention by the instructor and may preclude successful completion of the academic or fieldwork course. All assignment must be handed in by the due date for both FW placement and FW class.

You are expected to report for fieldwork each and every day unless there is an emergency or you are too ill to see your patients/clients. In either of these instances, it is imperative that you notify your immediate supervisor or the director of the OT department according to their departmental policies. Also email this information to the academic FW Coordinator via Canvas. You are required to make up any and all time missed regardless of the reason. You may not accrue additional hours in order to shorten your fieldwork. Again, if a student must miss FW due to illness or unexpected emergency, the student is to notify the site FW supervisor & this instructor **before** your arrival time to FW and will have to make up the missed FW hours at the site. Absence during FW which is deemed to be excessive will be brought to the attention of the student by the FW educator & clinical supervisor. Excessive absence may preclude successful completion of any academic or fieldwork course. Written excuse for absences may be requested.

Please be flexible as your supervisor may schedule you for some evening or weekend hours to match his/her schedule or to participate in a particular program. Keep an open mind and remember that you will learn from any seasoned occupational therapy practitioner. You are expected to get along with your clinical supervisor and be respectful.

In the event of inclement weather, you are to follow the policies and procedures of your FW placement, but be aware that you will be required to make-up missed days, per the OTA Program policy. If your facility requires personnel to be on site during inclement weather, you will also be required to be present, and will need to make appropriate arrangements.

Allied health students participating in *part time clinical assignments will comply with MCC's inclement weather policy, however in the case of a *full time clinical assignment the student is expected to follow the policy of the clinical site.

There will be an all class meeting at the end of the second Level 2 FW and all students are expected to attend.

Extended Fieldwork

If a student is unable to complete FW in the assigned time frame due to medical/personal issues, the outstanding hours must be completed as soon as possible. Level 1 FW must be completed before the end of the semester, but ultimately before the next semester begins. Level 2 FW must be completed as soon as possible and in cooperation with the supervising FW educator's schedule, as well as before beginning the next Level 2 placement or before summer semester begins. If a student has outstanding incomplete coursework, he/she is not eligible to continue in the program.

If a student anticipates not being able to complete FW, he/she must meet with the on-site clinical instructor as soon as possible to develop a written agreement; the clinical instructor and student will sign the agreement, and a copy will be provided to program coordinator. This agreement will include:

- FW expectations and a time frame for course completion.
 - The agreement will specify the consequences for failing to meet the terms of the agreement.
 - Copies of the signed agreement will be viewed by the academic FW instructor/program Coordinator, and placed in the student's departmental file.

After all of the above steps are completed & FW has been successfully completed, the instructor will submit a grade. When the student successfully completes the agreement in the time frame established, the instructor will submit a grade change from incomplete to the grade earned. **If the student does not complete the requirements of the agreement in the time frame specified, his/her grade for the unfinished work will be a zero. The instructor will assign the subsequent final grade as outlined in the syllabus.**

Dress Code

As a student in a professional program in patient /consumer care settings, the occupational therapy assistant student is expected to present a neat, clean, well-groomed appearance, which reflects well on the school and the profession as the student will be interacting with other professionals, patients and families throughout various care settings. When students are interacting with clients they are expected to conform to dress requirements that do not expose excessive body parts and are in accordance with the policies and procedures of the supervising agency. Facilities may have specific requirements regarding dress code, exposure of tattoos & multiple body piercing.

While you are at a fieldwork experience the focus should be on learning. You do not want your appearance to detract from your learning experience or the care you are providing to others. While on Level I and Level II fieldwork you will be expected to adhere to the following guidelines for professional dress code:

Jewelry:

1. Keep jewelry to a minimum. No big bracelets or necklaces that can be grabbed onto or that are distracting to others
2. No more than two studded earrings in each ear. Hoops or dangling earrings may not be worn.
3. No facial piercings of any type including nose and tongue
4. Any body piercings should be concealed and not visible
5. Ultimately you must follow the facilities dress code.

Clothing:

1. No low-cut shirts or blouses

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2. No t-shirts with words or sayings on them
3. Shirts should completely cover midriff
4. Tank tops and spaghetti straps are not permitted; bras must be work
5. No revealing clothing or undergarments should be shown
6. Pants and shirts should not be tight fitting
7. No sweats
8. Have a friend or a roommate help you make sure that when you bend over your pants don't reveal more than they should. Same thing if you stretch your arms over your head.
9. You **must** follow the dress code of the clinical facility.

Hair & Facial:

1. Should be neat and pulled away from your face if applicable
2. Make-up should not be excessive
3. Facial hair shall be trimmed and neatly groomed
4. Fragrances should not be worn
5. You must follow the clinical facility policy.

Fingernails:

1. Should be clean and cut to an appropriate length
2. No artificial or acrylic nails
3. No nail polish (many sites will not allow polish regardless of color)

Tattoos:

1. Use discretion with any tattoos on your body being visible. E.g. a small tattoo on your ankle is probably okay but a large tattoo on your arm should be covered. When in doubt cover it.

Shoes:

1. Shoes should be comfortable, supportive, and professional looking.
2. Closed toe, closed heel shoes usually are worn in medical settings.
3. No flip flops.
4. Facilities may require socks be worn.

Please be aware that some facilities may have dress codes and policies which are more stringent than what is listed here. In that case you should follow the dress code policies of your facility.

Professional Behavior

The occupational therapy student is expected to conduct him or herself in a professional manner at all times. This includes, but is not limited to: effectively representing the school and the profession; interacting appropriately with peers, academic/clinical faculty and supervisors, and patients/families; respecting lines of communication and utilizing channels of authority appropriately; and handling personal and professional frustrations in a mature manner. The student is referred to and is expected to conform to the Code of Ethics adopted by the American Occupational Therapy Association.

<https://ajot.aota.org/article.aspx?articleid=2442685>

Faculty will observe professional behaviors and attitudes, and may meet with students to discuss concerns about behaviors and performance that are not professional and which will interfere with fieldwork and in a

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professional career. Faculty will document behaviors that are of concern and place these in a report in the student's file. The report is filed with the Program Coordinator who with faculty monitors performance issues and patterns to determine the need for future actions. Nonprofessional behavior may result in being withdrawn from a FW placement. Students will be given the behavioral expectations for FW and will sign acknowledgement of these expectations.

Students should be informed that nonacademic misconduct may subject the student to disciplinary action, disciplinary probation, suspension or expulsion.

Desirable professional behaviors (Washington University School of Medicine Program in OT):

- Positive attitude
 - Positive communication, accepting change, manages stressors in a positive & constructive way,
- Flexibility
 - Adapts & copes with change, modifies performance after feedback,
- Professional Communication Skill
 - Practices positive verbal & non-verbal interpersonal communication skills in work interactions
 - Concise in verbal & written communication
 - Handles conflict constructively
 - Uses assertive communication skills
 - Written communication demonstrates correct grammar, spelling, punctuation, etc.
- Willingness to Go the Extra Mile
 - Seeks ways to improve
 - Volunteers for additional responsibilities
 - Takes on additional responsibilities
- Respect of Others
 - Follows the chain of command,
 - Is supportive of others,
 - Can listen to other viewpoints - whether agree or disagree,
 - Respects diversity,
 - Attentive to consumer & staff needs,
 - Is sensitive to others timeframes,
 - Be punctual to appointments, meetings, conferences, & your patient schedule,
 - Meets deadlines, if unable to meet deadline informs necessary
 - Parties & schedules new deadline
- A Team Player Attitude
 - Strives to achieve team goals,
 - Is proactive & anticipates needs of others,
 - Pools resources & works efficiently within a group,
 - Assists with resolution development after problem is identified
- Personal Responsibility
 - Is aware of strengths & weaknesses,
 - Is punctual,
 - Demonstrates initiative,

- Follows safety precautions,
- Respects & maintains confidentiality,
- Demonstrates awareness of / follows the Code of Ethics,
- Recognize and act on personal responsibility for learning during the fieldwork experience (e.g., finding answers to questions, providing feedback to supervisor, utilize opportunities for observational learning experiences, i.e., other therapists, disciplines.)
- Appropriate Dress & Hygiene
- Follows program guidelines,

PROFESSIONAL DEVELOPMENT

Be receptive to guidance and regard constructive feedback as a learning tool. Actively assess, recognize, and express personal needs for further professional development. Demonstrate interest and actively participate in continuing education opportunities. Be willing to share professional knowledge and experience with others. Assume responsibility for learning. Be resourceful in finding answers to your questions. Actively seek learning experiences (e.g., look beyond scheduled learning experiences). Realize that as a student therapy assistant, you have valuable information and experiences to share with others. Be willing to share information, offer suggestions for OT and student programs, procedures, equipment, etc.

Problem-solving abilities – Demonstrate effective problem-solving skills in approach to patient treatment, and overall functioning within the department; readily identify and communicate problems impacting upon patient care and department functioning to appropriate individuals; maintain an open, objective attitude in assessing and confronting problem situations; appropriately act upon decisions and maintain communication and effective follow-up and feedback.

1. Be resourceful. Use common sense and think things through before asking someone else for the answer.
2. Utilize resources to help find answers to questions and suggestions for patient treatment.
3. Utilize student manual.
4. Make self-aware of material resources available in the unit.

EVALUATION METHODS / GRADING SCALE

The Fieldwork Coordinator assigns your final for Level 1 FW with input from the Fieldwork Educator and the student's assignments. Please refer to the syllabus for the grading scale each semester. All grades will be posted to the Canvas grade book. Lack of assigned communication with Academic FW Coordinator will lower your final grade (see syllabus/bboard for specific information).

Level 2 FW is primarily based on the Fieldwork Performance Evaluation (FWPE). Secondary factors include:

- Quality of student communication with the clinical Fieldwork Educator
- Quality of student communication with the Fieldwork Coordinator (as requested on Canvas & completed midterm assignments)
- Evaluation of the fieldwork site

The FWPE is a pass/fail instrument. Students must earn a sum score of 91 or higher to receive a Pass. Additionally, students must receive a score of 3 or higher on items 1 – 3 under Fundamentals of Practice in order to receive a pass. A student will not receive a pass on the FWPE if any item is scored as a one (1).

Additional assignments will also factor into the final grade. These may include journal reflection assignments, as well as midterm and student evaluation completion.

CLASS SCHEDULE

Each Level 2 FW experience will vary in terms of schedule; in general, you will complete a full time (40 hour/week) experience for the duration of 16 weeks at two different clinical sites. Given the time constraints of a 16-week semester, students will begin Level 2 FW earlier than the start of the semester. For most students, the start date of Level 2 FW will be the first scheduled work day after New Year's Day. For those in a school district, their first date will be the first date of the spring semester for the school district.

No student is guaranteed a spring break during the last semester while on Level 2 FW. Some students may have a few days off between their 2 FW's depending on start dates and amount of make-up days due to weather. However, students should not expect to have any time off between their Level 2 FW's.

PROGRESS DURING LEVEL II FIELDWORK

Mid-Term Difficulties

Notification

1. When student performance on Level II Fieldwork is unsatisfactory at or before mid-term, the student and the Fieldwork Educator will notify the Academic Fieldwork Coordinator as soon as possible.
2. The FW Coordinator will discuss the situation and review progress with the student and the clinical Fieldwork Educator.
3. The student has two options:
 - a. If it is recommended, the student will continue with the fieldwork trying to make suggested progress in areas outlined by FW educator, and seeking weekly feedback regarding performance.
 - b. If it is determined that the student has no chance of passing the FW experience they may be withdrawn from the fieldwork with a grade of W at the determination of both the academic and clinical FW coordinators with consultation from the program coordinator. If the student is withdrawn, he/she will have to complete a separate remedial fieldwork experience. There is only one opportunity for a remedial fieldwork experience.
4. In either of the above options, the student will develop a plan to address the difficulties and issues encountered with consultation from the Academic Fieldwork Educator and Clinical Fieldwork Coordinator. The Clinical Fieldwork Coordinator must approve the plan. Without an acceptable approved plan, the student will not proceed in the program. If delays exceed maximum program time allowed for completion (one semester), he or she will be ineligible to complete the program.

Following Midterm

If a student is passing at mid-term but **does not** end up passing at the final of FW, the academic FW coordinator and the program coordinator will collaborate to determine the next step. If the student had any documented incidence of unprofessionalism, had absences in excess of facility related closures or failed to earn at least all 3's in the fundamentals, they will **not** have the option for remediation.

Remediation

If a student fails either a level I or Level II fieldwork at any time, the academic FW coordinator and the program coordinator will collaborate to determine if remediation is available. Remediation may be offered to a student only one time during the program. The remediation fieldwork will be scheduled as soon as possible and may consist of a full or partial fieldwork experience. Students will not have a choice in the location or duration. If a student requires remediation for a fieldwork due to failure of the fieldwork based upon the student's performance, they will lose 1(one) letter grade for that fieldwork class at the discretion of the FW coordinator. If the student again has difficulty leading to failing performance, they will receive a failing grade and will be out of the program. A student who is dismissed from a fieldwork site due to repeated incidence of insubordination, or an ethical or legal violation will not be allowed remediation and will be dismissed from the program.

Final grade

The final grade will be determined as per the syllabus for that course. Final grade for Level II FW will be determined by the FWPE, class assignments and at the discretion of the FW coordinator. Remediation may result in a lower grade.

Student Request to Delay Level II Fieldwork Experience

A student may request to delay their spring semester Level 2 FW for personal reasons. The FW will be rescheduled at another fieldwork site as early as possible. A student's academic progress may be impacted with a delay. There is only one opportunity to delay Level 2 FW. If the FW is not completed during the reassigned time frame the student will be withdrawn from the OTA program. Fieldwork must be completed within 18 months of the completion of the didactic portion of the program.

Students not able to do this will be handled on an individual basis which may include repeating courses. The Fieldwork Coordinator and Program Coordinator will direct this process and make the decisions required.

HOLIDAYS

Holidays which fall within a scheduled fieldwork placement are given to students in accordance with the affiliation facility policy. Patients/clients come first. Patients/clients do not disappear on national holidays. You may inquire about the facility's policy for observing holidays when you write to confirm your fieldwork. You will be expected to follow their policy regarding time off for holidays. This means you may be expected to work or make up time for holidays.

FIELDWORK & HIPAA INFORMATION

Be aware of the following guidelines regarding client confidentiality during Fieldwork. If your site has more stringent expectations, you are required to follow the site's policies.

Students *may NOT share* the following Personal Health Information (PHI):

1. Full name
2. City or address of the client
3. Specific dates of services
4. Phone, fax, e-mail, webpage/URL, IP address

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5. Social security number, medical record number, health plan number, any account number, certificate/license number, VIN/license plate number, identifying number on medical devices
6. Biometrics (e.g., fingerprints)
7. Photo
8. Anything else that is unique (e.g., very rare diagnosis, uncommon name, etc.)

Students **may share** the following PHI:

1. Age (if <90)
2. Gender
3. Race
4. Ethnicity
5. Marital status

At the site:

1. Students may NOT use any pass codes assigned to staff at FW site. (e.g., FW educator's pass code to log on to the computer). Students often are assigned a separate pass code.
2. Faxes may only be received/sent with client information if the recipient is monitoring the fax machine, or it is in an area designated for clinical staff only.

Level 2 Fieldwork Evaluations

Many evaluations occur during Level II Fieldwork by students & Fieldwork Educators, and the Fieldwork Team.

As a student, you will complete, and discuss, the following with your FWE:

1. The Penn Valley - OTA Level II Fieldwork Mid-term Feedback Form during each of your clinical affiliations
2. A self-assessment at Mid-term and the Final on the Fieldwork Performance Evaluation (FWPE) on the Formstack portal.
3. The Student Evaluation of the Fieldwork Experience (SEFWE), Student Comments
4. Communication as requested with the academic FW Coordinator (part of your final grade). The student may fail this class if noncompliant with the online class component.

The Fieldwork Performance Evaluation (FWPE)

The FWPE is the evaluation tool created by the AOTA to assess the OTA student during the fieldwork experience. The tool is used at mid-term to assess for progress and determine areas of improvement, and at the completion of the LII Fieldwork to assess for entry-level competence.

1. The FWPE is to be completed on the Formstack platform at midterm and the completion of the Level II fieldwork affiliation by the FWE, and a self-assessment is to be completed by the student.
2. The AFWC will send a link to the evaluation through the Formstack platform.
3. The FWE is to provide quantitative and qualitative feedback at mid-term to assist the student to gain entry-level competence by the completion of the fieldwork.
4. Concerns regarding performance are to be brought to the attention of the AFWC at midterm or prior.
5. Scores of a 1 on any item at midterm are to be discussed, and may result in a learning contract.

At the end of the FW experience the following are to be submitted as follows:

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- **FWE**
 - Final assessment on the FWPE on Formstack Portal
- **Student**
 - Self-assessment FWPE on Formstack
 - Within 2 business days, *the originals* of the following items are to be delivered or mailed to the AFWC (students should keep copies):
 - Student Evaluation of the FW Experience
 - MCC OTA Program Student Mid-term evaluation of orientation
 - FW Data Form – may be uploaded on Canvas if in digital format

Occupational Therapy Assistant Program
Attention: Ashlee Snyder-Cox; Academic Fieldwork Coordinator
Metropolitan Community College – Penn Valley
3444 Broadway, 410D
Kansas City, MO 64111
Fax: 816-759-4646

- The academic Fieldwork Coordinator will facilitate the evaluation process, answer questions & assign the final grade. All parties are expected to communicate in a timely manner. Required documentation that is late may negatively affect the student's grade.
- Typically, Fieldwork Educators complete the FWPE. A few sites have additional items or a different evaluation. Please review the items prior to fieldwork and discuss the evaluation process with your Fieldwork Educator. It is helpful and professional to focus on site objectives and strategies for feedback rather than a specific score.
- It is recommended that students make a copy of the final FWPE for their own records prior to mailing or delivering the form to the Academic Fieldwork Coordinator.

The FWPE

The Fieldwork Educator will complete an evaluation at mid-term and at final. On the FWPE:

4 = Exemplary performance

Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills.

3 = Proficient performance

Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills

2 = Emerging performance

Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).

1 = Unsatisfactory performance

Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies).

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This scoring system on the FWPE focuses on the **presence/absence** of entry-level competency. Please focus on your FW Educator's narrative comments for information about the **quality** of your performance, such as strengths and weaknesses. Reviewing the FW site's objectives will assist you in achieving entry-level competency.

Your FW supervisor will use narrative comments to communicate strengths and weaknesses to you.

Student FW Assignment Agreement

I understand it is my responsibility to:

Provide the Program with such confidential information as may be required or deemed necessary for the training and guidance of students (i.e., physician's statement of good health, record of current immunizations, academic transcript, references, and/or CPR certification, criminal background check, etc.), through CastleBranch.

1. Comply with the existing pertinent rules and regulations of the fieldwork centers,
2. Provide proof of purchase of health insurance and any other requested documentation if required by the fieldwork site & know that if not covered I will be responsible for all expenses if becoming ill or hurt during FW,
3. Send a letter to the assigned Level 2 FW Coordinator/Supervisor at least one month in advance of the beginning date of the fieldwork, or as required by the Academic FW Coordinator
4. Provide the necessary and appropriate uniforms required but not provided by the assigned facilities and dress in an appropriate manner in accordance with the dress code policy of the center,
5. Make my own living arrangements as housing is not provided by the assigned facility,
6. Provide my own transportation to and from the fieldwork center (of up to 70 miles each direction) and during the fieldwork, if required by the centers in order to meet the objectives of the student fieldwork program (i.e., as may be required for a fieldwork in home health, schools, or in a community facility).
7. Obtain and pay for any special procedures required by the fieldwork site; i.e. drug testing, background checks.
8. Inform the FW Coordinator of any affiliation with any health care facility throughout the program.
9. Have an available Internet connection and computer to communicate consistently with the PV FW Coordinator.

I am able to review information on file about the fieldwork centers. I have been informed and fully understand patients at any given fieldwork center may have contagious diseases. I understand there may be some risk involved in undertaking fieldwork activities. I have agreed to schedule Level II fieldwork at the fieldwork sites I will be assigned. I hereby agree to hold harmless the Occupational Therapy Program at Metropolitan Community College - Penn Valley – Health Science Institute, and their agents and employees for any liability arising out of such possible exposure.

Signed: _____ Date: _____ (Student)

Occupational Therapy Assistant Program

Appendix: Forms

Physical Exam Form

Post Exposure Procedure

Model Release

Informed Consent

Heb B Waiver

Release of Liability

Infectious Disease Policy

Statement of Compliance

Statement of Understanding

MCC HEALTH SCIENCE INSTITUTE PHYSICAL EXAMINATION FORM

THE PHYSICIAN/NURSE PRACTITIONER IS REQUESTED TO PERFORM A COMPLETE PHYSICAL EXAMINATION.

THE PHYSICIAN/NURSE PRACTITIONER MUST COMPLETE THIS ENTIRE FORM.

Student Name:	
CONDITION OF:	
<i>EYES</i>	
VISION TEST <input type="checkbox"/> RIGHT EYE <input type="checkbox"/> LEFT EYE	
WITH GLASSES <input type="checkbox"/> RIGHT EYE <input type="checkbox"/> LEFT EYE	
<i>EARS</i>	
HEARING <input type="checkbox"/> RIGHT EAR <input type="checkbox"/> LEFT EAR	
TEETH	
NOSE	
SINUSES	
THROAT (ADENOIDS & TONSILS)	
THYROID	
SKIN	
LUNGS <input type="checkbox"/> ABNORMAL SIGNS	
HEART <input type="checkbox"/> SIZE <input type="checkbox"/> SOUND <input type="checkbox"/> MURMURS <input type="checkbox"/> RHYTHM	
ABDOMEN <input type="checkbox"/> SCARS <input type="checkbox"/> TENDERNESS <input type="checkbox"/> PALPABLE MASSES	
POSTURE	
CONDITION OF FEET AND ARCHES	

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ORTHOPEDIC CONDITIONS	
STATE NATURE OF ANY PHYSICAL LIMITATIONS	
STATE NATURE OF ANY MENTAL LIMITATIONS	

Please review the "FUNCTIONAL ABILITIES NECESSARY FOR PARTICIPATING IN NURSING PROGRAM" on the back of this form. Do you see any reason why this student would not be able to perform these standards?
 YES NO
 If there are any reasonable accommodations that would allow the student to perform as an MCC Health Science student, please list them.

I HAVE EXAMINED THIS STUDENT AND FOUND HER/HIM ABLE TO PARTICIPATE IN A PROGRAM OF STUDY WITHIN THE NURSING OR ALLIED HEALTH DIVISIONS OF MCC-PENN VALLEY WITH THE FOLLOWING RESTRICTIONS (please check **one**):

None Specify

DATE:

P-R-I-N-T-E-D NAME OF PHYSICIAN/NURSE PRACTITIONER:

ADDRESS OF PHYSICIAN/NURSE PRACTITIONER:

PHONE NUMBER OF PHYSICIAN/NURSE PRACTITIONER:

Signature of physician/nurse practitioner:

Please note:

- All titer results (lab reports) and official immunization documentation are to be given to the student/patient.**

Official documentation of immunizations and/or titers must include:

- Complete dates (mm/dd/yyyy)
- Results of IGG titers (positive/immune or negative/not immune)
- Student/patient name
- Health care provider’s name/organization
- Phone number and appropriate signatures—such as a physician’s prescription pad
- Official clinical record

Dates written on this sheet are *not* acceptable.

TITER / IMMUNIZATION REQUIREMENTS
<p>Hepatitis B – The Hepatitis B vaccine is recommended for health care workers by the Centers for Disease Control (CDC). Official documentation must be provided for <u>all three</u> injections <u>and</u> a titer drawn showing proof of immunity, OR a signed Hepatitis B waiver must be on file</p>
<p>Chickenpox (varicella) – Complete an IGG titer (titer must be dated; reference ranges must be present with the results and the results must demonstrate evidence of immunity). (Equivocal or Negative is not acceptable.) If no immunity is present, two immunizations must be given. OR Give two immunizations 4 weeks apart</p>
<p>Measles, Mumps, Rubella – Complete an IGG titer for each (measles, mumps, rubella) Titer must be dated, reference ranges must be present with the results and the results must demonstrate evidence of immunity; (measles, mumps, rubella). (Equivocal or Negative is not acceptable.) If no immunity is present, two immunizations must be given. OR Give two immunizations 4 weeks apart</p>
<p>Tuberculosis Screen – A two-step Mantoux skin test is required. A two-step can be completed in one of two ways:</p> <ol style="list-style-type: none"> 1. Two recent screening three weeks apart OR 2. One annual screening less than one year old and one additional screening. <p>A student may opt to provide a QuantiFERON blood test or T-Spot with negative results in place of the Two-step Mantoux skin test.</p> <p>Proper documentation of the skin test will include: Date the test was given with the signature of the person giving the test and the results of the skin test recorded in mm of induration with the results being read in 48-72 hours. The final results must also include the date the screening was read with the signature of the person reading the results.</p> <p>Negative Chest X-Ray (less than five years old) required if TB test is positive or has history of positive skin tests. Annual symptoms assessment will be required every year thereafter.</p>
<p>Tetanus-Diphtheria – <i>Must have been received <u>within 8 years from today’s date.</u></i> The initial series is typically given in childhood and boosters are required every ten years. The booster should be of Tetanus-Diphtheria and acellular pertussis (Tdap). If the booster has been given within the last ten years, provide official documentation of the date (month/day/year) of the immunization. If the booster is ten years old or older, give the Tdap immunization and provide official documentation of the date (month/day/year) of the immunization.</p>
<p>Titers are not acceptable for any portion of Tdap.</p>
<p>Influenza Vaccine – Clinical facilities require that all health care workers have an annual flu shot. Documentation must be provided of the <u>date of the immunization</u>, the <u>type of vaccine given</u>, and the <u>signature of the person administering the injection</u>. <i>Those with allergies to the influenza vaccine (all types) must provide written documentation from the health care provider that indicates the student cannot receive the immunization due to severe and/or life-threatening allergy to the vaccine. DUE IN FALL OF EACH YEAR.</i></p>

MCC-PENN VALLEY
HEALTH SCIENCE INSTITUTE

FUNCTIONAL ABILITIES NECESSARY FOR PARTICIPATING IN NURSING AND ALLIED HEALTH PROGRAMS

Functional abilities to meet these roles include cognitive, sensor/perceptual, psychosocial/emotional and physical principal capabilities to provide safer care to individuals or groups of individuals.

I. COGNITIVE REQUIREMENT	
ACADEMIC STANDARD	FUNCTIONAL ABILITY
Includes the comprehension and application of information and the ability to assimilate information with previous learning to form new understandings.	Meet conditional admission requirements for PVCC. This may include COMPASS, GPA, TEAS™ and similar test scores.
II. SENSORY/PERCEPTUAL REQUIREMENTS	
VISION STANDARD	FUNCTIONAL ABILITY
Visual acuity sufficient to observe, read, or otherwise accurately interpret visual stimuli or obtain, and record client information or provide safe environment and emergency response to situations. Common aids to correct vision may be utilized.	Read small print, charts, orders, medication labels, ampules, vials, syringes, technological tools and monitoring equipment. Vision sufficient for accurate assessment of clients by using visual inspection to implement appropriate interventions. Includes the ability to recognize emergency lights and/or equipment functions/alerts, clarity of medications, or other situations necessary for client safety.
HEARING, SMELL, SPEECH STANDARD	FUNCTIONAL ABILITY
Sufficient hearing and smell to discriminate and assign meaning to sensory input. Speech to communicate and to be understood clearly by others.	Be alerted to sounds and odors that signal emergency situations. Utilize standard equipment that allows for hearing of heart, lung and other sounds that contribute to a patient assessment. Ability to communicate by both obtaining and delivering the information appropriate in a patient care situation.
III. PSYCHOSOCIAL REQUIREMENT	
INTERPERSONAL STANDARD	FUNCTIONAL ABILITY
Psychosocial skills, emotional stability and sensitivity sufficient to maintain a cooperative atmosphere among other health care persons and clients and families. Ability to respond to a variety of clinical situations with therapeutic interpersonal techniques.	Establish and maintain effective relationships. Ability to function in a variety of situations with varying degrees of stress, including emergent and rapidly changing situations.
IV. PHYSICAL REQUIREMENT	
PSYCHOMOTOR STANDARD	FUNCTIONAL ABILITY
Maintain motor coordination, strength, flexibility, dexterity, balance and sensory capabilities sufficient for safe and accurate assessment and performance of client care.	Adhere to infection control standards, provide direct client care; including walking, lifting, turning, moving clients safely during care, in activities of daily living and in emergent situation including CPR. The ability to manipulate standard equipment.

POST-EXPOSURE PROCEDURE

Nursing and Allied Health

Either of the following exposures could put a student at risk of HIV infection if the exposure involves blood, tissue, or other body fluids containing visible blood:

- Percutaneous injury (e.g., a needle stick or cut with a sharp object)
- Contact with mucous membrane or non-intact skin (e.g., exposed skin that is chapped, abraded, or affected by dermatitis)

After occupational HIV exposure, a short-term course of ARV drugs (e.g., one month) may be used to reduce the likelihood of infection. This is referred to as post-exposure prophylaxis (PEP), and is a key part of a comprehensive universal precautions strategy during clinical placements.

In healthcare settings the occupational risk of becoming HIV-infected due to a needle stick is low (less than 1%). Most cases involve injuries from needles or sharps that have been used on a patient who is HIV-infected. The risk of HIV transmission from exposure to infected fluids or tissues is believed to be lower than from exposure to infected blood.

Guidelines for Providing PEP

Healthcare workers shall report occupational exposure to HIV immediately after it occurs. Early rapid testing of the source patient (the patient involved in the incident) can help determine the need for PEP—and may avert the unnecessary use of ARV drugs, which may have adverse side effects. If necessary, **PEP should begin as soon as possible after exposure, ideally within 2 hours.** Currently, there is no single approved PEP regimen; however, dual or triple drug therapy is recommended and believed to be more effective than a single agent.

The treating physician will determine the treatment period (2-4 weeks) and make the drug selection for PEP based on the following factors:

- Type of injury and transmission device
- Source patient's HIV viral load and treatment history
- ARV drugs available

Some healthcare workers taking PEP experience adverse symptoms including nausea, malaise, headache, and anorexia. Pregnant students or women of childbearing age who may become pregnant may receive PEP, but must avoid efavirenz, which has harmful effects on the fetus.

Managing exposure to HIV

Immediate steps

Any student exposed to blood or body fluids must take the following steps:

- Wash the wound and skin sites exposed to blood and body fluids with soap and water. Wash for at least 5 minutes using ample soap.
- For injuries that break the skin and where bleeding occurs, allow bleeding for a few seconds before washing with soap and water.
- Topical use of antiseptics is optional.
- Do not apply caustic agents, such as bleach, onto the wound or inject antiseptics or disinfectants into the wound.
- Flush mucous membranes, such as eyes, exposed to blood and body fluids with water.

- Immediately inform the clinical supervisor, or person in charge, of the exposure type and the action taken. Call your Clinical Coordinator and/or Program Coordinator to apprise him/her of your situation.

Once informed, the clinical supervisor will:

- Assess the exposure to determine the risk of transmission.
- Call the Clinical Coordinator and/or Program Coordinator to update him/her of the situation so that the following steps can be taken.
 - Inform the patient and student about the exposure and request permission for HIV testing.
 - If there is risk of transmission, follow the written protocol of hospital/facility for rapid testing.
 - If there is not a written protocol, immediately arrange for the patient and student to visit their personal physician. If they do not have a personal physician or the exposure occurs after hours, send them to the nearest emergency room after gaining permission of the patient and student.
 - Provide immediate support and information on post-exposure prophylaxis (PEP) to the student.
 - Record the exposure on the appropriate form/s and forward the information to the individual or department assigned to manage such exposures at the site and send a copy to the student's Clinical Coordinator/Program Coordinator.
 - Maintain the confidentiality of all related records.

Please note that the student is responsible for all costs related to post-exposure procedures. The clinical facility may provide the treatment at no cost to the student.

General Guidelines for PEP

- In all cases of exposure, start PEP within 2 hours of the exposure, whether or not patient's HIV status is known.
- PEP is usually discontinued if there is confirmation that the patient's HIV test is negative.
- If the patient is HIV-infected (with a positive test result), continue PEP.
- ARV therapy should be provided according to national or facility protocol. A minimum of two weeks and a maximum of four weeks treatment is recommended. When possible, consultation with a HIV specialist, particularly when exposure to drug resistant HIV may have occurred, is recommended.
- If the student's initial HIV test is positive, counsel the person on the test result and refer to a HIV/AIDS program for care and treatment.

MODEL RELEASE

Metropolitan Community College - Penn Valley Occupational Therapy Assistant

I do hereby consent and authorize the Junior College District of Metropolitan Kansas City, Missouri, its component colleges and their agents, to take photographs and/or recordings (audio, video, film) of me and to cause the same to be copyrighted, published, displayed, reproduced, retouched, altered, exhibited, or circulated, with or without advertising, sponsorship, for any and all purposes, including publications and advertisements of all kinds in all media: and do hereby assign to said parties all right, title and interest in and to all such material.

I further release said Junior College District, its component colleges and their agents, from any and all claims for damages for libel, slander, invasion of the right of privacy or any other claim based on the use of said material.

No Promises have been made to me to secure my signature to this consent and release.

Brief Description of Said Material:

CAREER VIDEO, PRINT MATERIALS, ADVERTISING, AND WEBSITE FEATURES

Date: _____ Name _____

Student ID # _____

(Signature) _____

(Address) _____

Witness to signature

STUDENT CONFIDENTIALITY STATEMENT

Metropolitan Community College - Penn Valley Occupational Therapy Assistant

Objective:

To preserve the medical record and hold inviolate the privileged contents of the record and any other information of a confidential nature.

Policy:

The medical record is the property of the health care facility, while the personal data contained in the record are considered confidential communication in which the patient has a protectable interest. It is compiled, preserved and protected from unauthorized inspection for the benefit of the patient, hospital and physician.

It is the responsibility of each occupational therapy assistant student not to discuss any confidential information with any individual, inside or outside of the hospital or classroom except as such discussion is part of the performance of duty within the health care facility.

Computer generated information, whether of a medical, personal or financial nature is considered confidential information and is subject to the same restraints regarding discussion and disclosure.

Student submission of patient related documentation to campus faculty, for any classroom or clinical assignment must not contain any information which identifies the patient. Failure to remove patient information from any documents, submitted to program faculty, external to the clinical affiliate, is in direct conflict with HIPAA, and will not be tolerated under any circumstance.

Any violation of this policy may result in disciplinary action up to and including possible dismissal from the program.

I have read and understand the above statement that I must not disclose confidential information, except as such disclosure is part of the performance of duties related to my clinical assignment. I further understand that such disclosure may result in disciplinary action up to and including possible dismissal from the program.

Signature _____

Printed name _____

Date _____

STUDENT INFORMED CONSENT

Metropolitan Community College - Penn Valley Occupational Therapy Assistant

I, _____, understand that students will be expected to perform occupational therapy clinical skills on each other. I am willing to participate in these activities. This agreement is voluntarily executed and by signing, I so state.

I will inform the instructor of any condition which may be considered a precaution or contra-indication for a particular procedure and will thereby be excused according to instructor's direction.

I understand that if I become ill or injured, my condition may require a physician's release for return to school or clinical.

I will demonstrate professionalism in the lab by careful administration of procedures and consideration of the privacy, modesty, and respect of other students

I understand that as a student, I may be exposed to environmental hazards and infectious diseases including, but not limited to, tuberculosis, hepatitis B and HIV (AIDS) while in a clinical facility.

Neither Metropolitan Community College nor any of the clinical facilities used for clinical practice assumes liability if a student is injured on the campus or in the clinical facility during training unless the injury is a direct result of negligence by the college or clinical facility. I understand that I am responsible for the cost of health care for any personal injury I may suffer during my education. I understand that I should purchase private health insurance.

I understand and assume responsibility for the policies, objectives, course requirements and inherent risks involved in the education of occupational therapy assistant students on the Penn Valley campus of the Metropolitan Community College.

Signature _____

Printed name _____

Date _____

APPENDIX F

Hepatitis B Vaccine Fact Sheet

What is Hepatitis B?

Hepatitis B is a liver disease that can lead to cirrhosis, liver cancer and even death.

How can you get Hepatitis B?

It is caused by a virus (HBV), which is very contagious and transmitted primarily by exposure of personnel to infected blood, skin puncture, body secretions, sexual contact, and from mother to newborn.

What are the signs/symptoms of Hepatitis B?

After exposure, symptoms usually occur after four to six weeks. They may be so minimal that they are attributed to the flu or so involved as to cause nausea and jaundice with elevated liver enzymes and possible permanent liver damage.

What precautions can be taken?

Precautions to prevent infection include isolation barriers (such as gloves), avoidance of accidental puncture wounds or cuts, and immunization.

How do you become immunized?

A person's immunity level can be elevated by inoculation with hepatitis B immune globulin. Three vaccines are currently available — Heptavax B, Recombivax and Energix. A series of three shots over a six-month period is necessary.

Who should be immunized?

Any person who will have potential contact with blood and infectious materials should be immunized. Your physician or County Health Department will be able to provide additional information regarding the vaccine and/or the disease.

Are all people who are vaccinated protected from getting Hepatitis B?

Although there is not a 100% guarantee that you will get immunized after the vaccination series, the chances are very high.

What are the possible side effects?

A sore, achy arm at the injection site is the most common. Other less common side effects include swelling and redness, warmth at the injection site, low-grade fever, fatigue, headache, joint aches, etc., which usually subside within 48 hours.

How long will the effects of the vaccine last?

It is not clear how long the vaccine is effective. However, booster shots are not routinely recommended within seven years of the vaccination.

What must you do if you opt not to get the Hepatitis B vaccine?

Neither any education partner nor any of the affiliated clinical partners in which students are assigned pays or provides for the provision of health care to students exposed to or infected with a disease while they are students with the college or at the clinical agency. Any student, therefore, who is diagnosed with an infectious disease or is exposed to an infectious disease, is responsible for his/her own health care.

Should the student decide not to protect him-/herself from potential Hepatitis B infection by getting the HBV vaccine, that student must sign the attached Hepatitis B Vaccine Waiver Statement.

Hepatitis B Vaccine Waiver Statement

Hepatitis B is a viral infection of the liver caused primarily by contact with blood and other body fluids from infected persons. Hepatitis B vaccine can provide immunity against Hepatitis B infection for persons at high risk.

I understand that during my lab and clinical experience I may be exposed to blood or other potentially infectious materials, thus I may be at risk of acquiring Hepatitis B Virus (HBV). MCC officials have recommended that I be vaccinated with 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 for acquiring Hepatitis B. I also understand that due to fieldwork site vaccination requirements beyond that of the MCC OTA program I will not be allowed to attend certain site that required the Hepatitis B vaccine which could possibly impact progressing in the OTA program. I further understand that neither the College or University at which I am enrolled, its health career programs nor the clinical agencies are responsible for the payment of or provision for health care should I acquire Hepatitis B or become exposed to the Hepatitis B virus.

Declination of immunization:

I have received and reviewed the information pertaining to Hepatitis B.

Choose one of the following:

I understand the risks involved and choose to decline the Hepatitis B vaccine.

OR

I am in the process of /or/ have received the Hepatitis B series but have not had a positive titer drawn.

Dates Hepatitis B vaccines given:

Signature

Date

Print Name

**CONSENT TO DRUG/ALCOHOL TESTING
AND
RELEASE OF LIABILITY FORM**

I have read, understand and agree to MCC-Penn Valley’s Drug-Free Workplace, Campus and Community Drug Screen Policy in accordance with which I may be required to undergo drug/alcohol testing both by MCC-Penn Valley and by any clinical site to which I may be assigned as part of my clinical rotation. A positive test may not only cause me to be excluded from clinical placement but may also result in my removal from the Allied Health or Nursing program to which I have been admitted and may cause me to be suspended and/or expelled from the College. I understand that if I have tested positive I may not be permitted to take any state licensure examination.

My signature below indicates that:

1. I consent to the testing as outlined in the Drug-Free Workplace, Campus and Community Drug Screen Policy.
2. I understand that I may be responsible for all costs incurred with the drug testing.
3. I hereby release and hold harmless the Metropolitan Community College (“MCC”), including MCC-Penn Valley, and MCC’s Board of Trustees, employees, and agents from any and all claims arising from the administering of any test, the analysis of test results, and the use and disclosure of test results: provided, however, this release and hold harmless shall not apply to **intentional torts, gross negligence or activities involving the public interest.**

My signature indicates that I have read and understand this consent and release form, and that I have signed it voluntarily.

Signature _____

Printed name _____

Date _____

INFECTIOUS DISEASE POLICY

Metropolitan Community College - Penn Valley

Occupational Therapy Assistant Program

The risk of contracting Hepatitis B virus or other infectious diseases are greater than the risk of contracting HIV. Therefore, recommendations for the control of Hepatitis B infections will effectively prevent the spread of AIDS. In such recommendations are therefore incorporated herein.

1. Sharp items (needles, scalpel blades, and other sharp instruments) shall be considered as potentially infective and be handled with extraordinary care to prevent accidental injuries. Proper disposal of sharp items according to OSHA guidelines shall be followed.
2. Disposable syringes and needles, scalpel blades and other sharp items should be placed in puncture resistant containers located as close as practical to the area in which they were used. To prevent needle stick injuries, needles shall not be recapped, purposely bent, broken, removed from disposable syringes, or otherwise manipulated by hand.
3. When the possibility of exposure to blood or other body fluid exists, routinely recommended universal precautions should be followed. The anticipated exposure may require gloves alone, as in handling items soiled with blood or other body fluids, or may also require gowns, masks and eye coverings when performing procedures where splashing is possible. Hands should be washed thoroughly and immediately if they accidentally become contaminated with blood or body fluids.
4. To minimize the need for emergency mouth-to-mouth resuscitation, mouth-pieces, resuscitation bags, or other ventilation devices should be located and available for use in areas where the need for resuscitation is predictable.
5. Pregnant students or students engaged in health care are not known to be at greater risk of contacting the HIV virus than students who are not pregnant. However, if a student develops infection with the HIV virus during pregnancy, an infant has an increased risk of infection through prenatal or perinatal transmission. Because of this risk, pregnant students should be especially familiar with precautions regarding the HIV virus.
6. Occupational Therapy Assistant students engaged in health care who are infected with the HIV virus and who are not involved in invasive procedures need not be restricted from work unless they have some other illness for which any health care worker would be restricted.
7. For Occupational Therapy Assistant students engaged in health care who have been diagnosed as HIV positive, there is an increased danger from infection due to disease. Students who are HIV infected are at risk of acquiring or experiencing serious complications of such diseases. Of particular concern is the risk of severe infection following exposure to patients with easily transmitted infectious diseases (e.g. tuberculosis or chicken pox). HIV infected students will be counseled about potential risk associated with exposure to or taking care of patients with transmissible infections and should continue to follow universal precautions to minimize their risk of exposure to other infectious agents.

OTA Program Handbook

8. The Occupational Therapy Assistant student's physician, in conjunction with the appropriate college official, will determine on an individual basis whether the student who is HIV positive, with symptoms, can adequately and safely perform patient care.
9. An Occupational Therapy Assistant Program student with an infectious disease who cannot control bodily secretions and students who have un-coverable oozing lesions will not be permitted to participate in health care services. The determination of whether an infected student should be excluded from providing health care shall be made on a case-by-case basis by the student's physician and the appropriate college officials.
10. Occupational Therapy Assistant students who are exposed to infectious body fluids in the clinical area must report to the clinical instructor immediately. The hospital shall be notified and the hospital protocol for such exposure followed.

Signature _____

Printed name _____

Date _____

STATEMENT OF UNDERSTANDING

Metropolitan Community College - Penn Valley Occupational Therapy Assistant Program

I have read this student handbook for the Occupational Therapy Assistant Program conducted at Metropolitan Community College - Penn Valley, in its entirety as well as the MCC Code of Conduct found at <https://www.mcckc.edu/codeofconduct>. I understand the policies and procedures in the OTA handbook and agree to comply with each and every one of the policies and procedures as stated in this student handbook. I understand failure to comply with any policy or procedure can result in disciplinary action including but not limited to dismissal from the program.

Signature _____

Printed name _____

Date _____