



Occupational Therapy Assistant Student Handbook

2021-2022

Table of Contents

<u>Detailed Description Section</u>	<u>Page Number</u>
Welcome Letter	3
Career Description	4
Goodwin University Mission	4
Mission of the Occupational Therapy Assistant Program	4
Objectives of the Occupational Therapy Assistant Program	5
Program Philosophy	5
Curriculum Design	6
Occupational Therapy Assistant - Associate in Science	7
Accreditation	8
Admission Criteria	8
Specific Point System	9
Accepted Students	9
Cardio-Pulmonary Resuscitation (CPR):	10
Program Outcomes:	10
Graduation Requirements	10
Curriculum	11
Immunization Records and Statement of General Health	12
Required Medical and Legal Documentation	12
Medical Insurance	12
Malpractice Insurance	12
OTA Course Descriptions	13
Classroom Attendance	15
Covid-19 Statement	16
Time Frame and Process to Complete Program	16
Progression in the Occupational Therapy Assistant Program	16
Access to Records	16
Student conduct	17
Dress Code	18
Progressive Discipline	18
Fieldwork Experience	19
Dismissal from the Program	20
Appeals Process	21
Re-entry after withdrawal	21
Academic Standing	21
Student Support Services	22
Goodwin University Policies	23
Occupational Therapy Code of Ethics	25



Welcome to the Occupational Therapy Assistant program.

It is my pleasure to welcome you to the Occupational Therapy Assistant program at Goodwin University. You are all aboard an excellent journey to progress from dedicated students to robust clinicians.

This student handbook was designed to share useful information that will assist you throughout the program. Please read each section carefully to ensure a thorough understanding of what is expected of you as a student in the Occupational Therapy Assistant program. Please remember the Occupational Therapy Assistant faculty along with the many supportive services at Goodwin University are here to maximize your learning and help foster your future career path.

We hope that each one of you find your time at Goodwin University exciting and enjoyable!

Sincerely,

A handwritten signature in black ink that reads "Parth M. Desai, OTD, OTR/L, MCMT". The signature is written in a cursive style with some capital letters.

Parth M. Desai, OTD, OTR/L, MCMT
Program Director of the Occupational Therapy Program

Career Description:

What is Occupational Therapy?

The American Occupational Therapy Association defines Occupational Therapy as:

"The therapeutic use of work, self-care, and play activities to increase development and prevent disability. It may include adaptation of task or environment to achieve maximum independence and to enhance the quality of life."

The Connecticut Occupational Therapy Association describes the discipline in simpler terms:

"Occupational therapy is skilled treatment that helps individuals achieve independence in all facets of their lives. It gives people the "skills for the job of living" necessary for independent and satisfying lives."

However, the term "Occupational" can be a bit misleading. Most people look at that term and think it relates to employment. While that is a part of occupational therapy, it is **not** the limit. "Occupational" applies to anything a person does, whether this means working, taking care of themselves or others, attending to everyday activities, and all other aspects of life. Occupational therapy professionals (OTs and OTAs) help individuals maximize their independence in any functional tasks that he/she was doing pre-diagnoses. Occupational therapy clinicians are holistic and maximize the quality of life of each resident/client they work with through facilitating client-centered, meaningful interventions.

Occupational Therapy practitioners are employed in a variety of settings including but not limited to school settings, outpatient clinics, skilled nursing homes, assisted living facilities, and private practices. The faculty within Goodwin University's Occupational Therapy Assistant program are dedicated to help transform each of you from motivated students to dedicated, robust entry-level clinicians

For more information, visit the AOTA's national Website at www.aota.org.

Goodwin University Mission:

The mission of Goodwin University is to educate a diverse student population in a dynamic environment that aligns education, commerce, and community. Our innovative programs of study prepare students for professional careers while promoting lifelong learning and civic responsibility. As a nurturing university community, we challenge students, faculty, staff, and administration to fully realize their highest academic, professional, and personal potential.

Mission of the Occupational Therapy Assistant Program:

The mission of the Occupational Therapy Assistant program aligns with the mission of Goodwin University. The program focuses on providing vast knowledge in theory and intervention to help students become competent occupational therapy assistant practitioners. Graduates of this program will be eligible to apply for licensure in their state of practice and sit for the national certification examination given by the National Board for Certification in Occupational Therapy (nbcot.org). The program provides a combination of lecture-based learning, role-play and active learning along with on-site learning at fieldwork sites to enhance each student's learning variability and capabilities. It provides an atmosphere whereby its diverse student population can grow intellectually by promoting critical thinking, personal development, and community involvement as well as competencies in clinical and professional skills. The occupational therapy assistant program provides a technical educational foundation in healthcare upon which students may continue to build their professional careers.

Objectives of the Occupational Therapy Assistant Program:

The objectives of the Occupational Therapy Assistant program of Goodwin University are derived from the mission and institutional outcomes of the University. That mission and the University's outcomes includes the following elements that are particularly relevant for occupational therapy assistant education at Goodwin:

- Education of a culturally diverse student population;
- Fostering the interdependence between education and enterprise;
- Programs that combine opportunity for life-long learning with the needs of the marketplace; and
- Provide an educational program that helps ensure students are provided with the knowledge, foundation, clinical, and professional skills to practice as new graduate occupational therapy assistants.

Program Philosophy:

The educational philosophy of the Goodwin University OTA program is that human beings learn through active participation and interaction within the clinical and community environment. The Goodwin University OTA program provides the student with the academic foundation to engage in professional experiences within and outside of the academic setting. The program facilitates teaching methods supported by the Universal Design for Learning (UDL) framework. This pedagogy provides multiple means of representation and composition adhering to learner variability while maintaining the rigor throughout the curriculum. The pedagogy supports the program's belief that optimal student learning occurs when instruction is provided in multiple ways (i.e. discussions, power-points, group-based work, active/hands-on learning, etc.). The aforementioned allows for the development of critical thinking skills and the self-awareness necessary to master the role of entry-role occupational therapy assistant practitioner. This is supported by AOTA's Official Document entitled: *Philosophy of Occupational Therapy Education* (2018) as it states, "...teaching-learning experience may include supporting: [a]ctive, engaging, diverse, and inclusive learning within and beyond the classroom environment" (page 1). Goodwin University caters to a dynamic student population who is challenged to reach their highest academic and professional potential. As a part of the institution's mission, it translates to fruition within the OTA program as students are provided with optimal learning that adheres to both teaching pedagogy and the context. The AOTA Official Document written in AJOT (2018) entitled *Philosophy of Occupational Therapy Education* states, "[s]tudents are viewed as occupational beings who are in dynamic transaction with the learning context and the teaching-learning process. The learning context includes the curriculum and pedagogy and conveys a perspective and belief system that include a view of humans as occupational beings, occupation as a health determinant, and participation in occupations as a fundamental human right" (page 1). The Program Director and faculty believe that optimal learning occurs when fundamental knowledge is taught in multiple ways. The faculty all believe that students will learn best by engaging in an active learning pedagogy similar to as clients (individuals, groups, and populations) maximize performance through engagement in occupations within the field of occupational therapy.

Throughout the curriculum, students are taught that clients who participate in meaningful occupations throughout the lifespan will maximize his or her quality of life, health and well-being. This statement is supported by the AOTA Official Document: *Philosophical Base of Occupational Therapy* which states: "Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development,

health, and well-being across the lifespan. Thus, participation in meaningful occupations is a determinant of health and leads to adaptation” (AJOT, 2017, page 1). The program instills the critical learning on how engagement in occupation as both a means and an end will maximize one’s occupational performance. This is also supported by the same document as it states: “[t]he focus and outcome of occupational therapy are clients’ engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end in therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy” (page 1). The philosophy of the OTA program thus aligns with the American Occupational Therapy Association’s most current published philosophy of the profession.

Curriculum Design:

The Goodwin University Occupational Therapy Assistant program is unique in that classes and clinical rotations are offered in a four consecutive semester cohort format. The curriculum strategically ensures a parallel between classwork and Fieldwork placements to maximize student learning. The didactic classroom-based classes are offered during evenings and weekends while Fieldwork observations/internships follow the schedule of the supervising occupational therapy practitioner. Fieldwork completion is a full-time format in traditional and emerging practice settings. This strategy is consistent with recommendations identified in the May 2002 report “Toward Solving Connecticut’s Health Care Workforce Shortages” by the Connecticut Department of Health and the Connecticut Area Health Education Center Program. The report states “health professions schools should consider instituting part-time programs, [with] flexible scheduling of classes and clinical rotations (e.g. evenings, weekends...)” (p.3). We feel this program in part, answers the report’s call to Connecticut’s educational institutions to be part of the solution to the state’s health care workforce shortage. In addition to providing opportunities for working professionals, stay at home parents, and adult learners to access an affordable, flexible curriculum in a highly sought-after field of study. The aforementioned aligns with Goodwin University’s mission of providing an education to a diverse student population in a dynamic environment that aligns education, commerce and community.

Consideration of the Goodwin University mission, mission of the School of Nursing and Health Professions, and mission of the OTA program were essential in creating the curriculum design which indicates the importance of creating educational opportunities that blend community and institution. This program and curriculum were designed to meet the needs of the diverse student population while providing the essential philosophical base of occupational therapy through various methods of instruction (i.e. lecture-based, lab clinical practice, role-play, group work, etc). The adaptation to Bloom’s Taxonomy, *entitled Anderson and Krathwohl’s Taxonomy*, Howard Gardner’s Theory of the Multiple Intelligences, and the Universal Design for Learning Framework were the models researched and utilized in program and curriculum development for Goodwin University’s OTA program. The integration of each model and framework guided the design, rationale for course sequence and development of course content, planning, implementation and evaluation. The curriculum is derived from an understanding of the Occupational Therapy Practice Framework: Domain and Process. The OTA curriculum reflects the importance of educating a diverse student population in a dynamic environment that aligns education, commerce and community. The curriculum is designed to first provide foundational and occupational therapy theory-based concepts in its 100 level classes and progress to analysis, evaluation, implementation of intervention, and review of outcomes in its 200 level classes to help transition dedicated students into robust clinicians.

The OTA program’s curricular threads are woven throughout the curriculum. The curricular threads are derived from the Occupational Therapy Practice Framework and the foundation of occupational therapy practice. They include: Activity Analysis, Occupation-Based Interventions, Therapeutic Use of Self, Occupational Therapy Process, Personal Development and Occupational Performance and together they support the philosophy of occupational therapy and the Goodwin University OTA program. The course content and sequence in the Goodwin University OTA program begins with gathering knowledge and comprehension while at the same time

experiencing occupational therapy practice through auditory, visual, tactile, literal, and various hands on learning experiences. This includes blending the community and institution through external and internal experiences relevant to course content. As the program progresses, application of skills, analysis and evaluation of practice skills are addressed while continuing to utilize various methods of learning. Instructional design follows the Universal Design for Learning pedagogy as alternative learning methods and evaluative methods are embedded throughout the curriculum. The rigor is maintained through each course while student learning is maximized through multiple means of representation; and outcome is measured through multiple means of composition to ensure learner variability is adhered to for every student (CAST, 2018). Students will follow rubric based assessment which embraces and encourages the use of various intelligences to complete assigned work. Finally, the culmination of coursework will address the metacognitive skills of the student and the ability to create a functional whole which helps progress each student to robust, entry-level clinicians.

Prospective students entering the OTA program at Goodwin will include a variety of adult learners with life experiences and young high school graduates in addition to students with varied cultural, socioeconomic, and backgrounds with meaningful life experiences. A curriculum that is designed to meet the needs of this broad and diverse student population must address the multiple learning styles, learner variability and cognitive development of the student population.

The Goodwin University OTA program was also developed with consideration of curriculum design of existing occupational therapy assistant programs throughout the country and Goodwin University's model of four full semesters, evening and weekend instruction. The curriculum was developed with the assistance of the advisory committee to adhere to ACOTE program standards and content areas. The advisory committee and program director believe that learning is a collaborative process. Collaboration between the internal educational and outside community environments allow students to apply learning and build upon each area of knowledge, developing comprehensive skills for clinical practice. The curriculum is designed with this collaborative model in place.

The content, scope and sequencing of the curriculum is comprehensive and aligned with the Accreditation Standards for an Occupational Therapy Assistant as outlined by the Accreditation Council for Occupational Therapy Education (ACOTE) 2018, the mission, philosophy and goals of Goodwin University and the Occupational Therapy Assistant program, the Goodwin University Occupational Therapy Assistant Strategic Plan, and the current Occupational Therapy Practice Framework: Domain and Process.

References:

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>

Connecticut Department of Public Health: Office of Public Health Workforce Development. (May 2002). Toward solving Connecticut's health care workforce shortages. Retrieved from: <https://cslib.contentdm.oclc.org/digital/collection/p128501coll2/id/20368>

Occupational Therapy Assistant - Associate in Science:

The Occupational Therapy Assistant associate degree program prepares graduates to care for clients who are limited by a physical illness or injury, a psychosocial or emotional disorder, a developmental disability or the aging process. Working under the supervision of an occupational therapist, an occupational therapy assistant uses functional activities and therapeutic modalities as methods of treatment. Therapy focuses on assisting clients in regaining or maintaining independence in everyday life skills. Specific techniques that an occupational therapy assistant may utilize include training in activities of daily living, adapting and modifying home, work and school environments, vocational re-training, and re-training in meaningful, occupational

activities. Occupational therapy assistants are holistic and treat through the facilitation of compassionate, client-centered care.

The Occupational Therapy Assistant program core courses are primarily offered on evenings and weekends. Please note labs and fieldwork do contain daytime commitments. The program must be completed in a cohort model (see curriculum). Students should be advised and make arrangements early in his/her course work to accommodate the full-time requirement of Academic Fieldwork along with the responsibility of providing his/her own transportation. Specifically, students will complete Fieldwork 1A in OTA 100 and Fieldwork 1B in OTA 218. Students will also complete an eight-week, Level 2 Fieldwork Internship in **BOTH** OTA 250 and OTA 260. It should be noted that this totals 16-weeks where the student is expected to follow the scheduled hours of his/her supervisor. A part time option for completion is not available

Accreditation:

The Occupational Therapy Assistant program at Goodwin University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The website is www.acoteonline.org. Full details of the program's accredited status are available on the American Occupational Therapy Association's website www.aota.org.

The Accreditation Council for Occupational Therapy Education (ACOTE) is located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is 301-652-AOTA. Graduates of the program are eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are based on the results of the NBCOT Certification Examination. When you apply to sit for the certification exam, you will be asked to answer questions related to the topic of felony convictions. For further information on these limitations, contact NBCOT. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain licensure. The state of Connecticut requires a license in order to practice occupational therapy.

Admission Criteria:

The specific admission requirements are outlined below. It is important to note that not all qualified candidates can be offered admission to the Occupational Therapy Assistant program due to the limited number of seats available. Admission is based upon completion of occupational therapy assistant prerequisites, general education requirements, and other outlined requirements. Any submitted applications that do not meet the requirements will not be considered for admission.

Candidates will be accepted based on the following outlined requirements listed below and the outlined point system:

1. Complete the application for admission into Goodwin University. Applicants to the Occupational Therapy Assistant program must first meet the requirement for admission and be accepted into Goodwin University.
2. Complete the Occupational Therapy Assistant program application. Applicants must include:
 - a. Official high school transcript or General Equivalency Diploma/HiSET.
 - i. An official bachelor's or master's degree transcript, with a date of completion/graduation, can be accepted in lieu of a high school transcript.
 - b. Official college transcripts, if applicable.

3. Applicants must also have a cumulative 2.7 GPA in the last twelve college credits taken or on high school transcripts if no college courses have been taken.
4. Complete the College Placement Evaluations. Applicants must qualify for a minimum of [ENG 101](#) and [MATH 125](#) in order to enter the Occupational Therapy Assistant program. Any foundational courses required as indicated by the test results must be completed before entering the program. All prerequisite and general education requirements must be completed prior to acceptance.
5. Provide documentation of observation of occupational therapy in any specialty area. Observation must include 8 hours in the prior 12 months.
6. Occupational Therapy Assistant applicants who have satisfied all the admission criteria will be required to interview with the Program Director and complete a personal essay before admission.

Specific Point System:

Admission requirements:	Score
Previous College Education	
Associate Degree or > (60 Credits)	3
Bachelor's Degree	4
Master's Degree	5
Completion of courses at Goodwin University	
1 course	1
2 courses	2
3 courses	3
4 courses	4
5 courses	5
Cumulative GPA	
2.7 - 3.0	1
3.1 - 3.4	2
3.5 – 3.6	3
3.7 – 3.8	4
3.9 – 4.0	5
Personal Essay	5
Interview	5
Total Possible Points	25

Accepted Students:

1. All prerequisite courses must be completed before applying to the program.
2. Official college transcripts, if applicable, must be submitted with application to assure appropriate transfer of credits and prerequisite requirements are met.
3. Completion of the following prerequisite courses with a minimum grade of a "C" or better:
 - a. [HSC 105](#) - Medical Terminology
 - b. [BIO 120](#) (Goodwin University) or equivalent with a laboratory OR Anatomy & Physiology I (Goodwin University) or equivalent completed within the last five years is the prerequisite for [OTA 101](#).
4. All students must successfully pass a background check, drug test and DCF check before official acceptance into the Occupational Therapy Assistant program will be granted. Forms are provided by program personnel.
5. Additional documentation required:

CPR (please see below) certification prior to rotation

Physical exam within one year of start of FW II rotation

Fingerprinting (if required by FW site) prior to start of FW I or FW II

Additional health requirements may need to be met, based on the requirements of each individual fieldwork site.

Cardio-Pulmonary Resuscitation (CPR):

Students are required to become certified in Cardio-Pulmonary Resuscitation (CPR) through either the American Heart Association (Health Care Provider) or American Red Cross (Professional Rescuer). The cost related to obtaining and maintaining CPR certification is the responsibility of the student.

Program Outcomes:

The goal of the Occupational Therapy Assisting program is to provide meaningful and appropriate educational experiences that enable students to develop knowledge and achieve competency in entry-level skills. The program leads to certification as an occupational therapy assistant (COTA). Upon successful completion of all Occupational Therapy Assistant degree program requirements, graduates will be able to:

1. Sit for the National Certification Exam.
2. Demonstrate the ability to apply, analyze, and evaluate clinical information relevant to their role as an occupational therapy assistant.
3. Demonstrate the clinical skills and proficiency in all relevant practice areas necessary to fulfill the role as an entry-level occupational therapy assistant.
4. Demonstrate professional behavior consistent with employer expectations for the occupational therapy assistant.
5. Demonstrate professional skills to begin work in any one of the specialty areas of occupational therapy practice with the general and specific tools necessary to complete the job requirements.
6. Apply the scope of occupational therapy practice.
7. Apply the comprehensive learning outcomes identified within each syllabus.
8. Apply the comprehensive learning outcomes identified with the General Education Component.

Graduation Requirements:

Students must complete all the general associate graduation requirements as stated in the catalog. In addition, students must complete the following programmatic graduation requirements:

1. Complete all Occupational Therapy Assistant Major core courses with a minimum grade of "C+".
2. Complete [HSC 105](#) and [BIO 120](#), or equivalent, with a minimum grade of "C".
3. Fieldwork IIA and IIB must be completed within 18 months of all academic course work.

Curriculum:

All non-OTA classes must be completed prior to applying to OTA

ENG 101	English Composition	3
ENG 1XX	English Elective	3
CAP 1XX*	Computer Applications	3
MATH 1XX	Math for Health Sciences or AS or BS level Math	3
BIO 120 (5 year expiration)	Human Biology (with lab)	4
PSY 112	Introduction to Psychology	3
Humanities Elective	HIS, PHIL, SPAN, ASL, HUM	3
HSC 105	Medical Terminology	3
PSY 212	Life-Span Development	3

Occupational Therapy Assistant Major Core - 36 credits

Semester One

OTA 100**	Occupational Therapy Foundations and Fieldwork IA	3
OTA 101	Foundations of Movement and Function	3
OTA 105	Foundations of Behavioral Health in OTA	1

Semester Two

OTA 214	Principles of Adult Populations and the Occupational Therapy Assistant	4
OTA 215	Principles of Pediatric Populations and the Occupational Therapy Assistant	4

Semester Three

<u>OTA 216</u>	Principles of Geriatric Populations and the Occupational Therapy Assistant	4
<u>OTA 217</u>	Principles of Group Dynamics in OTA	2
<u>OTA 218</u>	Case Studies Across the Lifespan and FW1B	4

Semester Four

<u>OTA 220</u>	Occupational Therapy Assistant Seminar	1
<u>OTA 250</u>	Advanced Fieldwork Level IIA	5
<u>OTA 260</u>	Advanced Fieldwork Level IIB	5

TOTAL CREDITS IN THE PROGRAM: 64

*Students taking CAP110 have the option to test out of the course and take a General Education elective instead. The test must be completed prior to the first attempt.

***Note: You must undergo a background check before we can officially admit you into the program. Background checks are covered by tuition as part of OTA 100. A felony, loss of license, administrative disciplinary proceeding for negligence, malpractice, recklessness, or willful or intentional misconduct may prohibit entrance into the program and/or eligibility to sit for the NBCOT certification exam. Contact NBCOT at (301) 990-7979 or www.nbcot.org for an Early Determination Review.*

Immunization Records and Statement of General Health:

Admitted students must submit a medical examination report by a physician which describes the student's physical and emotional health. All required immunizations, including the Hepatitis B vaccine series, must be completed before the start of the fieldwork and must remain current while in the program.

Required Medical and Legal Documentation:

- CPR certification prior to first FW II rotation
- Fingerprinting (if required by FW site) prior to start of FW II
- Annual updates: Physical Exam, 2 Step PPD, Flu vaccine
- Varicella, MMR and Hepatitis B
- Tetanus less than 7 years old, or booster if over.

Medical Insurance:

It is required for all Occupational Therapy Assistant students to cover injuries or illness that may occur during the program

Malpractice Insurance:

Malpractice insurance can be obtained at the following websites:

www.hpsso.com

www.proliability.com

It is the **student's responsibility** to maintain current CPR certification, malpractice insurance coverage, health insurance coverage, and annual two step PPD testing. Failure to do so will prevent the student from participating in their advanced academic fieldwork experience.

OTA Course Descriptions:

OTA 100 - Occupational Therapy Foundations and Fieldwork IA

3 credits

(PREREQUISITE: NONE)

This course is an introduction to the profession of occupational therapy. This course is a combination of lecture-based teaching within the classroom and 30 hours of fieldwork 1A with a primary focus on psychological and social factors that influence participation and engagement. The history and philosophy of the profession is presented with a focus on professional roles and responsibilities and standards of practice within a variety of treatment settings. Students are introduced to the Official Documents of the American Occupational Therapy Association and legislative acts that influence the practice of occupational therapy. Students are introduced to the Occupational Therapy Practice Framework and its practical use during OT service delivery. Activity analysis and occupational activities are defined and explored. Students in this class explore the foundations of OT process and engagement that has as its focus on psychosocial and social factors that influence engagement in occupation. (F, Sp)

OTA 101 - Foundations of Movement and Function

3 credits

(PREQUISITE/COREQUISITE: C+ or higher in BIO 120 or BIO 211, OTA 100)

This course provides students with an understanding of human movement as a vital component to occupation. The course presents the active and passive structures involved in movement. Students explore biomechanical analysis, neurodevelopment foundations to movement and function. Initial exposure to evaluation and intervention techniques used by occupational therapy practitioners. (F,Sp)

OTA 105 - Foundations of Behavioral Health in OTA

1 credit

(PREQUISITE/COREQUISITE: PSY 212)

This course presents the pathophysiology, etiology, diagnostic criteria, clinical signs and implications for evaluation and intervention of various psychological disorders commonly seen in occupational therapy practice. The impact of social, psychological, environmental, and cultural influences will be explored. Initial exposure to methods of evaluation and intervention techniques used by occupational therapy practitioners. The purpose of this course is to understand behavioral health diagnoses, and content and they relate to OT Process. (F, Sp – Mod 2)

OTA 214 - Principles of Adult Populations and the Occupational Therapy Assistant

4 credits

(PREREQUISITE: OTA 101)

This course presents the pathophysiology, etiology, clinical signs and implications for intervention of various conditions seen in adult disabilities across practice settings, in a problem-based learning approach with didactic and hands-on activities. Students study the principles and practices of occupational therapy for adults with physical and psychosocial disabilities. Students are provided with an overview of various practice models employed in working with adults with disabilities. The student will explore the therapeutic intervention process utilizing the occupational therapy practice framework. The methods of adult treatment and reimbursement available to the occupational therapy practitioner within the context of healthcare and the community are addressed. Lecture and Lab. (Sp, Su)

OTA 215 - Principles of Pediatric Populations and the Occupational Therapy Assistant

4 credits

(PREREQUISITE: OTA 101)

This course presents the principles and practices of occupational therapy for services provided for infants, children and adolescents. The student will identify impact of social, environmental and cultural influences in development and delivery of services. Students study provision of occupational therapy services in medical, educational and community-based settings. Additionally, this course presents management aspects of occupational therapy practice in addition to reimbursement models. (Sp, Su)

OTA 216 - Principles of Geriatric Populations and the Occupational Therapy Assistant**4 credits**

(PREREQUISITE: OTA 101)

This course presents the pathophysiology, etiology, clinical signs and implications for intervention of various conditions seen in geriatric disabilities across practice settings, in a problem-based learning approach with didactic and hands on activities. Identification of geriatric physical; and psychological diseases common to occupational therapy practice and exploration of the therapeutic intervention process utilizing the occupational therapy practice framework. This course addresses the impact of environmental, cultural and community influences on the older individual, focusing on an ever changing occupational status through the influences of component skills. The impact of social, environmental and cultural influences in geriatric service delivery. Identification of geriatric physical and psychological diseases common to occupational therapy. The methods of geriatric evaluation, treatment and outcomes, as well as reimbursement available to the occupational therapy practitioner within the context of health care and the community are addressed. Lecture and Lab (F,Su).

OTA 217 - Principles of Group Dynamics in OTA**2 credits**

(PREREQUISITE: PSY 212)

This course presents a theoretical basis and practical application of group treatment within the context of occupational therapy. Emphasis is on understanding, analyzing, applying and creating group interventions across practice settings and diagnostic categories. (F,Su).

OTA 218 – Case Studies Across the Lifespan and FWIB**4 credits**

This course presents problem-based learning cases to allow students to apply the *Occupational Therapy Practice Framework* to simulated practice situations. Students complete activity analyses to determine and demonstrate proper occupational therapy service delivery related to the *OT Process* using various case study examples throughout the lifespan and through observations during Fieldwork 1B which is incorporated within this course. The FWIB component of this course is didactic and onsite for 30 hours across the semester. Students are placed in selected settings to observe individual and group sessions as applicable to ensure a connection between integrating fieldwork experiences and didactic coursework. FWIB further develops essential clinical reasoning skills and professional behaviors. Students address the clinical relevance of the *OT Domain* and *OT Process*, health and wellness, safety procedures, interdisciplinary collaboration, and documentation across various contexts through the integration of course content and FWIB. This is a hybrid course. (F,Su).

OTA 220 - OTA Seminar

(PREQUISITE: OTA 203, COREQUISITE OTA 250)

Provides for discussion of Level II fieldwork experiences and opportunity to apply logical thinking, critical analysis, problem solving, and creativity to application problems. Addresses preparation for registration and licensing as well as preparation for the role of professional on the job site. (F,Sp,Su)

OTA 250 - Advanced Fieldwork Level IIA

(PREREQUISITE OTA 203, COREQUISITE OTA 220)

Provides an eight-week, full-time supervised clinical internship to develop professional behaviors consistent with the profession standards and ethics, apply previously learned academic knowledge as an OT team member. The student will gain experience in application of the OT treatment process from admission to discharge for patients from a variety of socio-cultural backgrounds and ages within the practice area. (F,Sp,Su)

OTA 260 - Advanced Fieldwork Level IIB

(Departmental Permission)

Provides an eight-week supervised clinical internship to develop professional behaviors consistent with the professions standards and ethics, apply previously learned academic knowledge as an OT team member. The student will gain experience in application of the OT treatment process from admission to discharging for patients from a variety of socio-cultural backgrounds and ages within the practice area. (F,Sp,Su)

Classroom Attendance:

1. You are expected to attend every class. If you need to miss a class it is your responsibility to notify your instructor **prior to the start of the class by leaving a phone message on the instructor's cell phone or office phone; or via email if allowed by your professor.**
2. You are expected to stay for the duration of the class out of respect for your peers and your instructors. As well as, to obtain the full benefit of instruction and gain an understanding of the materials. However, if circumstances arise that require you to leave, you should be courteous and inform the instructor of your intent to leave early.
3. Absence of >2, (not excused) will result in initiation of progressive discipline. Multiple incidents (>2) of leaving class early or arriving more than 30 minutes late may necessitate progressive discipline. A student may be terminated from the program, required to retake or audit a class already taken due to excessive absenteeism. It is the discretion of the Program Director to make decisions based on absenteeism it affects student content knowledge.
4. All examinations and labs are to be taken on the designated day. Only students with excused absences will be allowed to take a make-up exam or make-up lab within one week of absence OR based on individual instructor policies as outlined in the individual course syllabus. Make-ups are scheduled at the discretion and convenience of the instructor and completed in the Academic Resource Center. If the absence is not excused, a grade of "0" will be assigned.

Excused absences include:

- a. You are sick as documented by a doctor's note.
- b. A death in the family that is documented by a clergy member, funeral home or death certificate.
- c. A graduation in your immediate family (mother, father, son, daughter, brother, sister, husband or wife) that is documented with a graduation program or letter from the school.*
- d. You have a court date that cannot be changed, and you provide a copy of the summons. *

*Arrangements for making up an exam for a graduation or court date *must be made in advance* with the instructor

5. In the event of inclement weather, students are required to listen to WTIC (96.5 FM), WRCH (100.5 FM), tune in to WFSB-TV (channel 3) or WVIT-TV (Channel 30), or check the Goodwin University website for information regarding school closure. These notices will be aired by 7:00 AM for day classes and 3:00 PM for evening classes.

6. For clinical attendance requirements please refer to Fieldwork manual

Covid- 19 Statement:

All students are to follow the Goodwin University's Covid-19 regulations as received. Students will receive email blasts from the university and must follow those regulations. All students must remember that regulations, policies, and instructions regarding Covid-19 are fluid based on federal, state, and local guidelines. All students must read and following websites regarding Covid-19 in addition to the aforementioned statement:

www.goodwin.edu/covid-19

www.goodwin.edu/covid-19/reopening-plan

Time Frame and Process to Complete Program:

Transfer of Credits

The University has a fulltime transfer coordinator who evaluates and carries out procedures related to each general education transfer of credits as well as assisting in individual program credit transfers. OTA course work from a previous institution will not be accepted as transfer credit into the Goodwin OTA program. Official college transcripts if applicable must be submitted prior to the first semester of OTA coursework to assure appropriate transfer of credits and prerequisite requirements are met.

Failure to submit documents in the required time frame may impact the student's ability to begin the OTA program and the Program Directors ability to accurately advise the student of required course work. The Program Director is not responsible for advising inaccuracies made based on missing transcripts or unofficial transcripts.

Grading guidelines

Specific grading guidelines for each course will be included in the syllabi and will be reviewed with students during their classes. Final grades will not be rounded up for any classes within the OTA program.

Progression in the Occupational Therapy Assistant Program:

The Program Director advises each student on the plan-of-study/curriculum sequence and structure, registration process, and professional behaviors and expectations of entry level clinicians throughout the program. Initial advisement occurs after acceptance into the OTA program and throughout the program until graduation. The AFWC completes student advisement related to FWI and FWII. A student may request an academic advising session or general advisement with the Program Director and/or program faculty on an as needed basis.

Criteria for success in the Occupational Therapy Assistant program is stated below, in addition to, the Goodwin University Occupational Therapy Assistant program curriculum information in the online catalog and hard copy. In addition, it will be required and included on all syllabi for OTA courses.

- Students must complete all general education requirements prior to applying for the OTA program.
- Students must complete course work in the sequence outlined in OTA Curriculum.
- Students may not take courses out of sequence, without written consent of the program director and/or Dean of School of Nursing and Health Professions. This may occur if a student fails to achieve a grade of "C+" or better in a course and must retake the following semester. **A retake is only allowed once in the program. OTA 250 and OTA 260 cannot be re-taken if failure due to academic performance or dismissal by the field worksite with written explanation. Please see section entitled Fieldwork Experience**

In the event that a student fails a core OTA course, he/she may repeat the course once. If a student fails a core course twice, they will no longer be allowed to progress in the OTA program. In addition, a student may retake only one OTA course excluding OTA 250 and 260 which cannot be re-taken. A withdrawal from a course will count as the first attempt unless there are special circumstances such as a documented medical leave of absence.

Guidelines for resolving student concerns:

In the event that the student has a concern about any learning activity or grade within any occupational therapy assistant course, the guidelines below must be followed:

For lecture-based classes:

1. The student initiates a meeting with the faculty member.
2. If the concern is not resolved, the student meets with the Program Director or Academic Fieldwork Coordinator.
3. If the concern is not resolved, the student meets with the Department Chair.
4. If the concern is not resolved, the student submits their concern in writing to the Academic Review Committee.

For clinical rotations:

1. The student meets with the Clinical site supervisor
2. The student meets with the Clinical site supervisor and Academic Fieldwork Coordinator.
3. If the concern is not resolved, the student meets with the Program Director.
4. If the concern is not resolved, the student meets with the Department Chair.
5. If the concern is not resolved, the student submits their concern in writing to the Academic Review Committee.

The student will come prepared to discuss the relevant concern and present appropriate documentation. If the student is not satisfied with the recommendation of the occupational therapy assistant faculty, he or she should refer to the *Student Appeal & Grievances* fully outlined in the Goodwin University Catalog.

Access to records:

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA provides these rights:

1. Students have the right to inspect and review their education records within 45 days of the day Goodwin University receives a request for access.
2. Students have the right to request that a school correct records which they believe to be inaccurate. They should write to the Vice President for Academic Affairs, identify the part of the record they want changed, and specify why it is misleading.

The student is referred to the policy governing rights under the Family Educational Rights and Privacy Act (FERPA) in the Goodwin University catalog.

Student Conduct:

Students are expected to conduct themselves in a manner that is consistent with the Mission, Philosophy, and Goals of Goodwin University as previously outlined in this handbook as well as the American Occupational Therapy Association's Standards of Practice and Code of Ethics. Students enrolled within the Occupational Therapy Assistant program at Goodwin University are prepared to enter the work force through both classroom

teachings and fieldwork experiences. In order to ensure the aforementioned, a discipline policy, which is modeled after typical employment policies, is followed in order to facilitate the graduates' transition from the student role to that of an entry-level clinician. The Progressive Discipline process is meant for those who show unprofessional behaviors during their progress through the program. The faculty hopes that this policy will rarely be used.

It is critical that the program groom students as total professionals in order to achieve future success. Failure to meet certain standards may cause the student to enter into progressive discipline. Examples of behaviors that can lead to progressive discipline include but are not limited to:

1. Infractions of academic integrity:

Academic Honesty- Students who are aware of issues of academic dishonesty who do not report these issues to their instructor will be held to the same degree of accountability as the students who commits the infraction

Academic Dishonesty-The department supports a “zero” tolerance for infractions and in cases where an issue can be proven, recommendations for expulsion from the program will be made. These issues may include:

- Removing exams from the classroom for any purpose
- Submitting another student's work as your own
- Utilizing another student's answers on an exam
- Deliberate misrepresentation of facts to faculty
- Utilizing cell phones to photograph exams
- Disruptive behaviors in the classroom

2. Disrespectful behaviors toward the instructor (clinical or classroom)

3. Perceived threatening behaviors to faculty or peers

4. Failure to adhere to the dress code

5. Failure to complete assignments

6. Performance issues

7. Attendance and tardiness concerns in any class or fieldwork experience.

Dress Code:

All Students must adhere to the Goodwin University's Student Handbook Dress Code Policy. Specifically, all students must always wear upper and lower garments and shoes or sandals in all campus buildings. Please see Academic Department dress code regulations for specific program requirements. Appropriate attire is required for formal convocations, formal receptions, and other formal occasions of a ceremonial nature. Any student whose dress disrupts the educational process may be subject to the Student Code of Conduct and asked to leave campus in the interim. While in the program, students are not allowed to adopt unconventional hair colors (e.g. pink, purple, blue, yellow, stripped etc).

Students must dress in a professional manner when on clinical fieldwork with the specific shirt associated with the program with the Goodwin University logo. Students should always wear the specific OTA shirt; unless otherwise permissible by the fieldwork site (i.e. scrubs). The fieldwork supervisor retains the right to instruct students on proper dress code to be followed as per facility's policy and procedures.

Progressive Discipline:

The Occupational Therapy Assistant program follows a progressive discipline policy that typically consists of four steps. Depending on the seriousness of any situation, however, any step may be skipped with the approval of the Program Director. A student will enter progressive discipline whenever (s)he fails to meet the expectations of the department. Typically, progressive discipline adheres to the following:

Counseling - Documented in the students file: documents verbal counseling and includes a performance improvement plan.

1st Written Warning - student has been counseled regarding the need to improve in a specific area and has failed to demonstrate improvement or performance precludes the opportunity for counseling; a performance improvement plan will be implemented.

2nd Written Warning - occurs when the student has already received a 1st Written Warning and new issues or previous unresolved issues continue.

3rd Written Warning - follows the 2nd Written Warning if new issues or unresolved issues continue

Recommendation for Dismissal - This recommendation may be made when the student has received a 3rd written warning, continues to fail to meet the standards of the department and does not indicate the desire or willingness to change the behavior.

Although these steps usually follow a progressive pattern, **please note that at the discretion of the Program Director any step may be skipped depending on the seriousness of the situation.** Please refer to the following section, which describes specific criteria that constitute dismissal from the program.

Fieldwork Experience:

One of the major objectives of the OTA faculty and program at Goodwin University is to help you transition from students to becoming robust clinicians. The goal is to not only teach each student the textbook principles and theory of occupational therapy, but to have students also be able to apply gleaned information within clinical practice. In order to achieve this goal, students are placed in fieldwork experiences with supervision during the curriculum to build alignment between coursework and real-life experiences and thus prepare each student for potential future employment.

The fieldwork experience is a privilege extended to the students by the participating sites. It should be clearly understood by each student that, **we are guests in these facilities and must adhere to their policies and performance standards. Furthermore, it is of utmost important that each student adheres to safety guidelines, professional behavior, HIPPA compliant, etc.** as you are observing and/or facilitating treatment to real-time patients/residents.

The clinical facility has the right to remove a student and thus terminate the clinical experience if they are not satisfied with the student's attitude, attendance, behavior or academic performance in their facility. Students must follow the schedule, direction, and guidance of the supervisor and the facility during the fieldwork experience. Students are expected to attend all the scheduled fieldwork days as to meet the fieldwork expectation for graduation, completion of the OTA program, and sit for the NBCOT exam. If an unforeseen illness occurs the student is required to communicate this with your supervisor and the Academic Fieldwork Coordinator.

Students are expected to approach each fieldwork as though it is a potential employment opportunity. Students should consistently act in a professional behavior as he/she is representing themselves as a clinician, Goodwin University, as well as the field of Occupational Therapy.

If a student is removed from the fieldwork site, another site will not be offered to the student and the student will not pass the course. The student will be unable to graduate from the Occupational Therapy Assistant program and thus will be ineligible to sit for the National Board for Certification in Occupational Therapy.

Each student will be formally evaluated at midterm and final during the level two fieldwork experiences. The evaluation used is a standardized form from the American Occupational Therapy Association. The fieldwork supervisor will notify the Academic Fieldwork Coordinator and/or Program Director regarding concerns he/she has about student performance at any time during the fieldwork experience. The fieldwork instructor and/or Academic Fieldwork Coordinator will discuss a plan of improvement with students whom academic and/or professional behavior is of concern. The Academic Fieldwork Coordinator will notify the Program Director as necessary. Written documents regarding plan of improvements will be placed into the student's record.

Dismissal from the Program:

The decision to dismiss a student from the program may result from a combination of behaviors, examples of which are listed below, that may have caused the student to enter the progressive discipline process. The following is not an all inclusive list.

Examples of such behaviors include but are not limited to:

1. Failure to successfully complete any course required in the occupational therapy assistant curriculum, taken for the second time, with a grade of "C+" or higher excluding OTA 250/OTA 260 (please see below).
2. Dismissal during Level 2 Fieldwork. OTA 250 and 260 may not be re-taken if a student's fails due to academic performance or dismissal by the fieldwork site with written explanation leading to dismissal from the OTA program. Dismissal from Fieldwork leads to inability to graduate from the **Occupational Therapy Assistant program and thus will be ineligible to sit for the National Board for Certification in Occupational therapy**
3. Unauthorized possession, use, sale or distribution of alcoholic beverages or of any illegal or controlled substance.
4. Unauthorized use, possession, or storage of any weapon.
5. Physical and/or psychological abuse, threat or harassment of any patient, visitor, agency staff, student or faculty member.
6. Theft, abuse, misuse or destruction of another person's or agency's property.
7. Unauthorized disclosure, removal or misuse of confidential information about any patient, student or agency staff.
8. Violation of Academic fieldwork Conduct policies, including the Occupational Therapy Code of Ethics (www.AOTA.org)
9. Engaging in or prompting others to engage in conduct that threatens or endangers the health, safety or physical/psychological well-being of another person.
10. Leaving the academic fieldwork site without authorization from clinical faculty.
11. Being on academic fieldwork agency property, in a student capacity, without proper authorization.

12. Repeated failure to contact clinical faculty to give notice of lateness or absence; reporting to the wrong academic fieldwork site; or reporting on the wrong day to the academic fieldwork site, despite counseling and one written warning.
13. Unsafe practice in the academic fieldwork area.
14. Academic Dishonesty as previously defined.

Appeals Process:

Any student who is dismissed from the program has a right to appeal this decision. The appeals process is as follows:

1. If the concern is not resolved, the student meets with the Program Director.
2. If the concern is not resolved, the student meets with the Dean of the School of Nursing and Health Professions.
3. If the concern is not resolved, the student submits their concern in writing to the Academic Review Committee.

If the student is not satisfied with the recommendation of the occupational therapy assistant faculty, he should refer to the *Student Appeal & Grievances* fully outlined in the Goodwin University Catalog.

Re-entry after withdrawal:

Students will not be considered for re-entry into the program if they have been out of the program for **more than three (3) semesters**.

A student who withdrew from the occupational therapy assistant program for no more than 3 semesters because of mitigating circumstances may apply for reentry to the Occupational Therapy Assistant program. The student must submit a written request to the Program Director. The petition must include the student's comprehensive assessment of why the student believes he/she would be successful if permitted to return.

Students will be considered for readmission if:

1. The student is able to successfully validate that knowledge and skills learned in previous occupational therapy assistant courses is current and at the level required for safe function in the clinical area if appropriate.
2. The Program Director reviews and considers the **request** on its stated merits. If approved, readmission will be contingent upon:
 - Space availability-only 20 students per semester will be admitted.
 - Successful validation of competencies learned in previous occupational therapy assistant courses.
 - A written plan to improve performance submitted by the student. This plan must demonstrate an assessment of strengths as well as opportunities to improve. The plan will identify specific actions that will be taken to complete the course and the program successfully. The plan will be approved and monitored by the Program Director and Academic Fieldwork Coordinator.

- The student will be readmitted on probationary status, with academic and clinical progress closely monitored by the occupational therapy assistant faculty. This status will remain until no longer deemed necessary by the faculty.

Academic standing:

All students must be familiar with the academic policies of the University (including, but not limited to, placement, credits, grading, classification, advanced placement, independent study, clinical, attendance, tardiness, satisfactory progress, minimum achievement and course completion, academic probation, extended enrollment status, reinstatement, appeal process, failing, academic counseling, course repeats, course incompletes or withdrawals, transfers, course/program changes, student rights regarding review of records and graduation requirements). **These policies are clearly outlined in the Goodwin University catalog.**

A student's academic standing is determined by his/her cumulative Grade Point Average (GPA). A student must complete all Occupational Therapy Assistant courses with a C+ or better. HSC 105 (Medical Terminology) and Human Biology or equivalent with a grade of C or higher (75 or >).

Student Support Services:

Academic Success Center & The Math Lab

The Academic Success Center is located in room 209 and The Math Lab is located in room 219 of the River Campus. Both centers are staffed with Peer and Professional tutors that students can see on a walk-in or appointment basis. The centers provide students with consistent support and guidance throughout the learning process and encourage students to be actively involved. This is done through one-on-one, group tutoring and Academic Skills Workshops.

Academic Success Center & Math Lab Hours:

Monday-Friday 8am-9pm

Saturday 8am-2:30pm

To make a tutoring appointment please call 860-913-2090, email ASCStaff@goodwin.edu or walk into either center.

eTutoring

Goodwin University offers eTutoring services through an agreement with the Connecticut Distance Learning Consortium (CTDLC). Students using the eTutoring platform may work with an eTutor in a live session or may submit a question or course assignment for an instructor to correct and/or provide feedback. eTutoring offers instruction, guidance and resources to help each student succeed. Specific information concerning eTutoring is located on the Academic Success Center webpage: www.goodwin.edu/academic-success-center

Testing

The Academic Success Center provides testing services for those who have missed an exam in their class or who have accommodations approved by the AccessAbility Office. In order to utilize the testing center, students must get written approval from their professor. In addition, students with documented accommodations may have their tests proctored in the second floor testing center. For more information on testing please see the following website: www.goodwin.edu/academic-success-center/testing.

Scheduling Exams:

Students should contact the Academic Success Center to schedule an appointment in advance. Students can walk-in or call 860-913-2090 to schedule their exam. It is strongly recommended that students reserve a testing room in advance and confirm that their exam has been delivered to the center.

Students are also welcome to take their test without reserving a room; however, if both rooms are occupied or if they are scheduled to be occupied before the student would finish their test (given the time allotted by their teacher), the student will be unable to take their test and will instead be asked to make a reservation or to return when a room becomes available.

Library Services

Read the following paragraph or download the Hoffman Family Library APP to your phone. The Hoffman Family Library is open seven days a week (7am-9:30pm Monday to Thursday, 7-9 Fridays, 8-4 Weekends). Librarians are on site during all open hours to help students conduct research, find valuable resources, and create citations. There are many ways to get help from a librarian: call 860-913-2042, text ASKGOOD and your question to 66746, email GoodwinLibraryPersonnel@goodwin.edu, click the "Ask a Librarian" button on the library web site, or just walk in. The campus library offers computers, Wi-Fi, group study rooms, a quiet atmosphere, and an ever-growing collection of resources. The majority of the library's resources are available online 24/7 via the web site www.goodwin.edu/library. Through the web site students can access the research databases and find helpful guides and tutorials on where to find good resources for any subject, tips on how to write great papers with proper citation and formatting, and much more.

Counseling Services

The mission of Counseling Services is to provide students with opportunities for personal, emotional, and academic development and to help guide students towards successful completion of their college education. Additionally, in accordance with Goodwin University's mission, Counseling Services seeks to foster lifelong learning and to promote civic responsibility. Our therapists will:

- Provide a safe and nurturing environment where students can identify and align their personal goals with their academic goals;
- Collaborate with faculty and staff to help students develop self-knowledge, strategies, and coping skills necessary to succeed personally, academically, and professionally; and
- Provide individual counseling for any issue including, bereavement support, mental health, emotional difficulties, domestic violence, and substance abuse.

Students who take advantage of these free services will enjoy a one-on-one relationship with a therapist. Referrals to the therapist can be made by faculty, staff or self-referral. Every referral remains confidential. More information about these resources can be found on the Counseling Services website at www.goodwin.edu/counseling or by calling 860-913-2072 or 860-913-2043.

Goodwin University Policies:

These general academic policies of Goodwin University may be found on the University web site at www.goodwin.edu/policies Additional information may be found in the University catalog at www.goodwin.edu/academics/catalogs.

Academic Integrity

At Goodwin University, we value integrity as an essential component in our interactions with each other. We believe the purpose of a college education is for students to learn how to think critically and express their own opinions using their own ideas. The concept of academic integrity in all intellectual pursuits is a value that is fundamental to academic life and scholarly practice. Students at Goodwin University are obligated to uphold high standards of academic integrity in their scholarship and learning. It is expected that students take personal responsibility for their work and acknowledge the ideas of others. Academic integrity means doing one's own work and giving proper credit to others whose ideas and work a student is utilizing. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism and to avoid all forms of cheating and plagiarism.

Goodwin University defines academic dishonesty as including, but not limited to, (a) plagiarism: presenting, as one's own, the ideas or words of another person or persons for academic evaluation without proper acknowledgment and (b) cheating: providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects, and examinations.

The policy can be found in the policy section of the website (www.goodwin.edu/policies)

AccessAbility Services

The AccessAbility Services Office assists students with disabilities in securing accommodations and services that will promote success and integration into the University. Goodwin University complies with the mandates created by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Students who have a documented disability are strongly encouraged to contact the AccessAbility Coordinator in advance of their enrollment so that accommodations are in place on the first day of matriculation. Guidelines and policies are provided to students who request this information. If you have any questions, please contact the AccessAbility Coordinator at 860-727-6718. Information is also available on the Goodwin University website: www.goodwin.edu/accessability

Establishing Attendance

Students must establish attendance in each course for which they are registered. Students have from the first day of their course through the fourteenth calendar day of a semester/module to establish attendance. Faculty report attendance on Census Day, which occurs on the fifteenth calendar day of each semester/module and record attendance. Students who have not attended or participated in their course by the fourteenth day of the semester or module will be withdrawn from the course.

In order to establish attendance, students must do at least one of the following, prior to Census Day:

- Student attends an on-ground class; OR
- Student posts to online discussion about an academic matter; OR
- Student submits an academic assignment either on-ground or online; OR
- Student takes a quiz or test either on-ground or online.

Please note that posting to an introductory discussion board assignment does not constitute as establishing attendance.

Students who do not establish attendance will be administratively withdrawn from the course(s) and will be listed as a No Start (NS). These courses will not be listed on the transcripts or counted as credits attempted. For students who do not establish attendance for all/any course(s) by Census Day, a refund of 100% of applicable tuition charges less applicable fees and books, less \$500 for course withdrawn will be granted. Students receiving Title IV funds should reference the Financial Aid and Refund Policy in the catalog or on the Goodwin University website for any financial consequences related to non-attendance

Online Discussion Board Policy

Faculty members retain the right to remove posts deemed to contribute to a negative online environment.

Technology Policy

Access to computer systems, networks and electronic devices owned by Goodwin University imposes certain responsibilities and obligations to all students. Students are to use computers, networks and resources for conducting day-to-day business operations for Goodwin University or educational purposes relating to the education of students at Goodwin University. Network resources are not to be abused in any way for personal usage, profit-making or illegal activities.

Users are not allowed to add, remove, reconfigure or deface any computer or electronic hardware or software owned and maintained by Goodwin University; shall not use, install or download any Games or Gaming websites onto any Goodwin University-owned equipment; and shall not install or use any malicious software such as, but not limited to Trojans, viruses or malware.

This course adheres to all policies outlined in the Goodwin University catalog. For further information, see academic regulations as stated in the catalog.

Statement regarding felony convictions

Please note that graduation from the Goodwin University Occupational Therapy Assistant program and subsequent credentialing from the NBCOT does not guarantee that licensure to practice occupational therapy assistant services in the state of Connecticut will be granted. Licensure candidates must disclose information regarding past felony convictions to the licensure board. Applicants will be evaluated on an individual basis. For more information please contact the Connecticut Department of Public Health.

Department of Public Health
RCP Licensure
410 Capital Avenue
MS # 12 APP
PO Box 340308
Hartford, CT 06134-0308
Tel: 860.509.8277

You may review requirements for Occupational Therapy Assistant licensure and access an application at www.dph.state.ct.us

Occupational Therapy Code of Ethics:

See www.AOTA.org

<https://www.aota.org/Practice/Ethics/code-of-ethics.aspx>

Handbook Signature Sheet

I acknowledge the receipt of the Goodwin University Occupational Therapy Assistant program student handbook. I realize I am responsible for reviewing its content, being familiar with policies and procedures, and meeting established standards. I also agree that I am responsible to review and understand Goodwin University's policies.

Print name

date