



# **Occupational Therapy Assistant Student Handbook**

**2018-2019**

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## **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."

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 it be working, taking care of themselves or others, attending to everyday activities, and all other aspects 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."

Occupational Therapy practitioners (OT, OTA's) are finding use in variety of places, including inside of homes, hospitals, nursing homes, schools, assisted living facilities, prisons and rehabilitation centers, and numerous other fields.

For more information, visit the AOTA's national Website at [www.aota.org](http://www.aota.org).

## **Goodwin College Mission**

The mission of Goodwin College is to educate a culturally diverse student population in an environment that builds bridges between education, commerce, and community. Our degree and certificate programs prepare students for professional careers while encouraging lifelong learning and promoting civic responsibility. As a nurturing college community, we challenge students, administration, faculty, and staff to realize their academic, professional and personal potential for professional careers while encouraging lifelong learning and promoting civic responsibility. As a nurturing college community, we challenge students, administration, faculty, and staff to realize their academic, professional and personal potential.

## **Mission and Objectives of the Occupational Therapy Assistant Program**

The Mission of the Occupational Therapy Assistant Program is derived from the mission of Goodwin College. It has as its focus the education of students to 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 of Certification for Occupational Therapy Practitioners. 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 skills. The occupational therapy assistant program provides a technical educational foundation in healthcare upon which students may continue to build their professional careers.

**The objectives of the Occupational Therapy Assistant Program of Goodwin College are derived from the mission and objectives of the College. That mission includes the following elements that are particularly relevant for occupational therapy assistant education:**

- 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
- A core component that addresses the rapid growth of technology.

**The Goals of Goodwin College provide additional guidance for the Program, specifically:**

- To provide an environment that promotes tolerance for diverse cultures, beliefs and opinions;
- To promote study of the humanities and social sciences through their incorporation into the programs of study in order to foster appreciation and commitment of students to community and society;
- To foster a high quality professional community that values a service-oriented teamwork approach to the retention and achievement of each student;
- To provide education that blends hands-on specialized professional preparation with the creative thinking skills required by employers of the graduates of Goodwin College; and
- To identify occupations that offer competitive wages and career growth opportunities for the graduates of the College.

## **Goodwin College Occupational Therapy Assistant Program Philosophy**

The educational philosophy of the Goodwin College OTA program is that human beings learn through active participation and interaction within the clinical and community environment. This philosophy aligns with the American Occupational Therapy Association Philosophy of Professional Education, which states “Occupational therapy education is grounded in the belief that humans are complex beings engaged in a dynamic process of interaction with the physical, social, temporal, cultural, psychological, spiritual, and virtual environments. Through active engagement within the internal and external environments, humans evolve, change, and adapt” (AJOT 2007). The Goodwin College OTA Program provides the student with the academic foundation to engage in professional experiences within and outside of the academic setting. Thus, allowing for the development of critical thinking skills and the self awareness necessary to master the role of occupational therapy assistant practitioner.

## **OTA Program Curriculum Design**

The Goodwin College Occupational Therapy Assistant program is unique in that classes and clinical rotations are offered in a four full consecutive semester’s cohort format. Thus students may complete and move through the program more quickly and obtain gainful employment. Fieldwork completion is a full time format in traditional and emerging practice settings which include the criminal justice system, health and wellness settings, and assisted living centers. 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...)”. 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.

Consideration of the Goodwin College Mission and Mission of the Department of Health and Natural Sciences were essential in curriculum design which indicates the importance of creating educational opportunities that blend community and institution. This program and curriculum was designed to meet the needs of the diverse student population, reflect the program directors beliefs and the essential philosophical base of occupational therapy. The adaptation to Bloom's Taxonomy, entitled Anderson and Krathwohl's Taxonomy and Howard Gardner's Theory of the Multiple Intelligences were the two models researched and utilized in program and curriculum development for Goodwin College's OTA program. The integration of each curriculum model guided the design, rationale for course sequence and development of course content, planning and evaluation.

Course content and sequence in the Goodwin College 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. Alternative learning methods and evaluative methods are embedded throughout the curriculum. 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 translates to competency in occupational therapy clinical practice.

Prospective students entering the OTA program at Goodwin will include a variety of adult learners with life experience and young high school graduates. In addition to students with varied cultural,

socioeconomic, and life experiences. A curriculum that is designed to meet the needs of this broad and diverse student population must address the multiple learning styles and cognitive development of this student population.

The Goodwin College OTA Program was also developed with consideration of curriculum design of existing occupational therapy assistant programs throughout the country and Goodwin College'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) 2011, the mission, philosophy and goals of Goodwin College and the Occupational Therapy Assistant Program, the Goodwin College Occupational Therapy Assistant Strategic Plan, and the current Occupational Therapy Practice Framework: Domain and Process.



## **Occupational Therapy Assistant, Associate in Science**

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The Occupational Therapy Assistant Associate Degree Program prepares graduates to care for clients who are limited by a physical illness or injury, an 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, fabrication of splints, adapting home, work and school environments, vocational, training and therapeutic use of functional activities.

The Occupational Therapy Assistant Program core courses are primarily offered on evenings and weekends. 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. [OTA 100 FWIA and OTA 102](#) Clinical Fieldwork I and [OTA 250](#) and [OTA 260](#) Advanced Fieldwork Level IIA and B courses are all completed during the day as required by clinical sites.

### **Accreditation**

The Occupational Therapy Assistant Program at Goodwin College is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Full details of the program's accredited status are available on the American Occupational Therapy Association's website [www.aota.org](http://www.aota.org).

The Accreditation Council for Occupational Therapy Education (ACOTE) is located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. 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. Connecticut requires a license in order to practice occupational therapy and the license is based on the results of the NBCOT Certification Examination.

### **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 places 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 minimum required GPA and the required score on the examination being utilized as the pre-admission exam will not be considered for admission.

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

1. Applicants must take the pre-admission - Test of Essential Academic Skills (TEAS). This examination is administered at Goodwin College three times a year (January, May and September). The cost of the Exam is the responsibility of the applicant. Students may only register for the Exam when they are submitting an application or reactivating an application that is already on file. It is the student's responsibility to follow the deadlines and instructions posted on the application. All questions regarding Exam registration must be directed to the Occupational Therapy Assistant Department or are accessible on the Goodwin College web site for Exam dates and deadlines. Students may take The Pre-Entrance Examination as many times as they wish. Students must score at 50

percent or higher on this exam to be considered for admission.

2. Complete the application for admission into Goodwin College. Applicants to the Occupational Therapy Assistant program must first meet the requirement for admission and be accepted into Goodwin College.
3. 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.
4. 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.
5. 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.
6. Provide documentation of observation of occupational therapy in any specialty area. Observation must include 8 hours in the prior 12 months.
7. Occupational Therapy assistant applicants who have satisfied all of the admission criteria also require an interview with the Program Director before admission.

Occupational Therapy Students who have satisfied all of the admission criteria will be selected according to the point system specified below:

<b>Admission requirements:</b>	<b>Score</b>
<b>Previous College Education</b>	
Associate Degree or > (60 Credits)	2
Bachelor's Degree	3
Master's Degree	4
<b>Completion of courses at Goodwin College</b>	
1 course	1
2 courses	2
3 courses	3
4 courses	4
<b>Cumulative GPA</b>	
2.7 - 3.0	1
3.1 - 3.5	2
3.6 - 4.0	3
<b>Pre Admission Test - Test of Essential Academic Skills (TEAS)</b>	
50-59%	1
60-65%	2
66-70%	3
71-75%	4
76-80%	5
81-85%	6
86-90%	7
91-95%	8
96-99%	9

<b>Personal Essay /Interview</b>	<b>7</b>
<b>Total Possible Points</b>	<b>27</b>

### Accepted Students

1. All prerequisite courses must be completed before entering 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:
  1. [HSC 105](#) - Medical Terminology
  2. [BIO 120](#) (Goodwin College) or equivalent with a laboratory OR Anatomy & Physiology I (Goodwin College) 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 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.

## **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 comprehend, apply, 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 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. Comprehend the scope of occupational therapy practice;
7. Complete the comprehensive learning outcomes identified within each syllabus; and
8. Complete the comprehensive learning outcomes identified with the General Education Component.

## **Occupational Therapy Assistant Program Policies**

Policies specific to the Occupational Therapy Assistant program may be found in the Occupational Therapy Assistant Student Handbook.

## 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 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

### Associate in Occupational Therapy Assistant

#### General Education Core - 28 Credits

<a href="#">ENG 101</a>	English Composition	3
ENG 1XX	Writing Competency (WR)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency	3
<a href="#">BIO 120</a>	Human Biology	4
<a href="#">PSY 112</a>	Introduction to Psychology	3
	Cultural Competency (HUM or E/P)	3
<a href="#">HSC 105</a>	Medical Terminology	3

## Non- Major Core Requirements - 6 Credits

<a href="#"><u>IDA 120</u></a>	Intellectual Discovery Strategies	3
	OR	
	Open Elective	3
<a href="#"><u>PSY 212</u></a>	Life-Span Development	3

## Occupational Therapy Assistant Major Core - 36 credits

### Semester One

<a href="#"><u>OTA 100</u></a>	Occupational Therapy Foundations and Fieldwork IA	3
<a href="#"><u>OTA 101</u></a>	Foundations of Movement and Function	3
<a href="#"><u>OTA 103</u></a>	Group Dynamics in Occupational Therapy	3

### Semester Two

<a href="#"><u>OTA 214</u></a>	Principles of Adult Populations and the Occupational Therapy Assistant	4
<a href="#"><u>OTA 215</u></a>	Principles of Pediatric Populations and the Occupational Therapy Assistant	4

### Semester Three

<a href="#"><u>OTA 102</u></a>	Clinical Fieldwork IB (FW I)	1
<a href="#"><u>OTA 203</u></a>	Case Studies and Practice Applications in Occupational Therapy Assistant	3
<a href="#"><u>OTA 216</u></a>	Principles of Geriatric Populations and the Occupational Therapy Assistant	4



## Semester Four

<a href="#">OTA 220</a>	Occupational Therapy Assistant Seminar	1
<a href="#">OTA 250</a>	Advanced Fieldwork Level IIA	5
<a href="#">OTA 260</a>	Advanced Fieldwork Level IIB	5

### **TOTAL CREDITS IN THE PROGRAM: 70**

- 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](http://www.nbcot.org) for an Early Determination Review.

Admitted students must submit a medical examination report by a physician which describes the student's physical and emotional health, within the same year of starting Advanced Fieldwork Level II. All required immunizations, including the Hepatitis B vaccine series, must be completed before the start of the advanced fieldwork. Documented

- CPR certification prior to first FW II rotation
- Physical exam within one year of start of FW II rotation
- Fingerprinting (if required by FW site) prior to start of FW II

**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.**

\*Malpractice insurance can be obtained at the following websites:

<http://www.hpsso.com/>

<https://www.proliability.com>

## **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 30 hours didactic and 30 hours fieldwork 1A with a primary focus on psychosocial factors 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. In addition to exposure to various practice areas and the changing practice of healthcare. Students are introduced to occupational therapy media and its application to the specific life tasks of the disabled. 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 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 102 - Clinical Fieldwork FW IB**

### **1 credit**

(PREQUISITE/COREQUISITE: OTA101)

This course introduces occupational therapy assistant students to the clinical requirements of fieldwork experiences. Students participate in a variety of learning experiences to prepare them for observation and participation opportunities in clinical and community settings. This course also introduces documentation practices, principles and practice of safety techniques and data collection. 32-40 hours on site and 20 hours didactic. (F,Sp,Su)

## **OTA 103 - Group Dynamics**

### **3 credits**

(PREREQUISITE: PSY112, PREREQUISITE/ COREQUISITE: PSY 212)

This course presents a theoretical basis and practical application of group treatment within the context of theories commonly used in occupational therapy treatment. The greater emphasis is on application of skills in psychosocial settings, however, focused discussion and application to behavioral and rehabilitation settings as well. (F,Sp)

## **OTA 203 - Case Studies and Practice Applications in OTA**

**3 credits**

(PREREQUISITE/ COREQUISITE: OTA 204, OTA 205, OTA 206)

This course presents problem-based learning cases, to allow students to apply the Occupational Therapy Practice Framework to simulated practice situations. Students develop essential clinical reasoning skills and professional behaviors for future practice. This course also addresses clinical relevance of general health, safety procedures, models of reimbursement and documentation. **(F, Su)**

## **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. Student identification of the 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. Lecture and lab. **(Sp, Su)**

Credits

**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. Students will learn to identify 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; as well as the impact of social, environmental and cultural influences in geriatric service delivery. The methods of geriatric evaluation, treatment and outcomes, as well as reimbursement available to the occupational therapy practitioner within the context of healthcare and the community are addressed. Lecture and Lab. (F, Su)

**OTA 220 - OTA Seminar**

**1 credit**

(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**

**5 credits**

(PREREQUISITE OTA 203, COREQUISITE OTA 220)

Provides an eight-week, full-time or a part-time (equal to eight weeks fulltime), 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 in the practice area of physical disabilities.(F,Sp,Su)

## **OTA 260 - Advanced Fieldwork Level IIB**

**5 credits**

(Departmental Permission)

Provides an eight-week, full-time or a part-time (equal to eight weeks fulltime), 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 in the practice area of behavioral, sensorimotor, and/or developmental disabilities.(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.**
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 re take 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 College 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

## **TIME FRAME AND PROCESS TO COMPLETE PROGRAM**

### **Transfer of Credits**

The college 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 pre requisite 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 on the first night of class

### **Progression in the Occupational Therapy Assistant Program**

Criteria for success in the Occupational Therapy Assistant Program will be stated in the Student Handbook, in addition to, the Goodwin College 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 course work in the sequence outlined in OTA Planned Course Sequence.
- Students must complete course work related to co requisite and pre requisite requirements outlined in the academic catalog in each course description. See Course descriptions.
- Students may not take courses out of sequence, without written consent of the program director and/or Chair of Health and Natural Sciences. This may occur if a student fails to achieve a grade of “C+” or better in a course and must retake the following semester with higher level courses. In this instance it may be deemed appropriate that the student is able to take the course concurrent with courses that require this as a pre requisite, as the student has had a full semester of exposure and immersion in the course.
- Students must obtain a grade of “C+” or better in all occupational therapy course work or retake the class. **A retake is only allowed once in the program.**

**In the event that a student fails a core OTA course, (s)he 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.**

**Only one course may be attempted twice. 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 should refer to the *Student Appeal & Grievances* fully outlined in the Goodwin College 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 College 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 College catalog.

## **Student conduct**

Students are expected to conduct themselves in a manner that is consistent with the Mission, Philosophy, and Goals of Goodwin College as previously outlined in this handbook as well as the American Occupational Therapy Association *Code of Ethics* (included in this handbook). Part of the student's education focuses on preparing him/her for the work force. In order to meet this goal, a discipline policy, which is modeled after typical employment policies, is followed in order to facilitate the graduates' transition into the workforce. 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:
- 2.

**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
3. Disrespectful behaviors toward the instructor (clinical or classroom)
  4. Perceived threatening behaviors to faculty or peers
  5. Failure to adhere to the dress code
  6. Failure to complete assignments
  7. Performance issues
  8. Attendance and tardiness concerns

### **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.

**1<sup>st</sup> 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 1<sup>st</sup> Written Warning and new issues or 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.

## 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.

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 “P” in the case of FW II.
2. Unauthorized possession, use, sale or distribution of alcoholic beverages or of any illegal or controlled substance.
3. Unauthorized use, possession, or storage of any weapon.
4. Physical and/or psychological abuse, threat or harassment of any patient, visitor, agency staff, student or faculty member.
5. Theft, abuse, misuse or destruction of another person’s or agency’s property.
6. Unauthorized disclosure, removal or misuse of confidential information about any patient, student or agency staff.
7. Violation of Academic fieldwork Conduct policies, including the Occupational Therapy Code of Ethics ([www.AOTA.org](http://www.AOTA.org))
8. Engaging in or prompting others to engage in conduct that threatens or endangers the health, safety or physical/psychological well-being of another person.
9. Leaving the academic fieldwork site without authorization from clinical faculty.
10. Being on academic fieldwork agency property, in a student capacity, without proper authorization.

11. 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.
12. Unsafe practice in the academic fieldwork area.
13. Academic Dishonesty as previously defined.
14. Dismissal from an academic fieldwork site.

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 Department Chair.
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 College 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 (s) he 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. This may include but not limited to a course audit and/or comprehensive course exam.
  
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 college (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 College 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](mailto:ASCStaff@goodwin.edu) or walk into either center.

## **eTutoring**

Goodwin College 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:

[http://www.goodwin.edu/academic\\_success\\_center/](http://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:  
<http://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](mailto: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 <http://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 College'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 <http://www.goodwin.edu/counseling/> or by calling 860-913-2072 or 860-913-2043.

### **Goodwin College Policies**

These general academic policies of Goodwin College may be found on the college web site at <http://www.goodwin.edu/policies/> Additional information may be found in the college catalog at <http://www.goodwin.edu/academics/catalogs.asp>.

### **Academic Integrity**

At Goodwin College, 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 College 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 College 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 (<http://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 college. Goodwin College 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 College website: <http://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 College 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 College 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 College or educational purposes relating to the education of students at Goodwin College. 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 College; shall not use, install or download any Games or Gaming websites onto any Goodwin College-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 College catalog. For further information, see Academic Regulations as stated in the catalog.**

### **Statement regarding felony convictions**

Please note that graduation from the Goodwin College 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](http://www.dph.state.ct.us)

### **Occupational Therapy Code of Ethics-**

See [www.AOTA.org](http://www.AOTA.org)

<http://www.aota.org/-/media/Corporate/Files/Practice/Ethics/Code-of-Ethics.pdf>

Attendance at OTA Orientation: August 6, 2018

## Handbook Signature Sheet

I acknowledge the receipt of the Goodwin College 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

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Print name

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date

Rev. 08/06/2018dsa.