



ALAMO COLLEGES DISTRICT
St. Philip's College

Health Science Department
Center for Health Professions
Occupational Therapy Assistant Program



STUDENT HANDBOOK

Revised July 2024

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Disclaimer

The contents of this handbook are accurate at the time of printing but may be modified or changed at any time to correspond with decisions of the St. Philip's College District Board of Trustees, Local, State, or federal requirements or accrediting agencies requirement. The student should be aware that modifications in cost, procedures, regulations and course offerings might occur without advanced notice.

The Health Science Division reserves the right to assess and modify the educational policies and requirements as new information is available and as students or curricular needs are identified. The student will be notified in writing of any changes that may influence his/her course of study.

The Student Handbook governs the didactic portion of the occupational therapy assistant program. There is a separate handbook for the fieldwork portion of the program, refer to it for all fieldwork policies and procedures.

Dear OTA Student,

Congratulations! You have been selected to pursue an Associate of Applied Science as an Occupational Therapy Assistant (OTA) at St. Philip's College. You were selected from among the many qualified candidates because of your past achievements and sincere interest in contributing toward the improved health of others.

The faculty is dedicated to presenting you with the knowledge and skills required for you to become a fully prepared and qualified OTA. You will be exposed to three types of learning environments during the next two years: the classroom, the laboratory, and a variety of selected operating occupational therapy clinics. The educational contributions of each learning environment will be crucial to your professional development.

Throughout our program, we will encourage problem solving and independent thinking on your part. We expect that as you assimilate into the career field, **self-responsibility**, along with **professional behaviors**, will afford you the opportunity to become an active participant and practitioner in the lifelong learning process of occupational therapy. Again, welcome to the Occupational Therapist Assistant Program, our "point of pride" at St. Philip's College.

Students enrolled in the Occupational Therapy Assistant Program are required to attend orientation for introduction to program policies and procedures, prior to the start of Occupational Therapy Assistant program. During orientation students will receive the Occupational Therapy Assistant Program Student Handbook.

Sincerely,

Faculty and Staff
St. Philip's College
Occupational Therapist Assistant Program

Meet the Occupational Therapy Assistant Program Faculty and Staff



Dr. Jacqueline Stevenson, OTD, MOT, OTR, Associate Professor, Program Director

Office: CHP 330A **Phone:** 210.486.2518

Email: jstevenson20@alamo.edu

Dr. Jacqueline Stevenson, OTD, OTR, earned a Post-Professional Doctoral Degree in Occupational Therapy from Mary Baldwin University, Master of Occupational Therapy at Texas Woman's University, Denton Campus, Bachelor of Administration degree in Business Administration, and an Associate of Applied Science degree in Occupational Therapy Assistant. She taught at the AMEDDC&S occupational therapy assistant program for five years prior to becoming an instructor at St. Philip's college. Her clinical experience includes mental health, acute care, hand therapy, outpatient rehabilitation, skilled nursing facility care, home health care, and inpatient rehabilitation. She has held staff and management positions at various facilities. She served as the Academic Fieldwork Coordinator prior to assuming the role as Program Director in 2021.



Kathryn Freeman, OTR, MOT, Associate Professor, Academic Fieldwork Coordinator

Office: CHP 330L

Phone: 210.486.2521

Email: kfreeman24@alamo.edu

Kathryn Freeman, OTR, earned a Master of Occupational Therapy at Texas Woman's University, Houston Campus and a Bachelor of Science in Physical Education degree. She served as an adjunct instructor for many years before becoming the program director in 2013. Her clinical experience includes acute care, inpatient rehabilitation, work hardening, and outpatient rehabilitation. She is the program's Academic Fieldwork Coordinator.



Edward Gayden, COTA, BS, Assistant Professor, Student Club Advisor

Office: CHP 330M

Phone: 210.486.2432

Email: egayden@alamo.edu

Edward Gayden, COTA, earned a certificate in Occupational Therapy Assistant from AMEDDC&S and a Bachelor of Science in Sports and Health Science degree from American Military University. He served as the Academic Fieldwork Coordinator from 2013-2018. His clinical experience includes acute care, inpatient rehabilitation, skilled nursing facility care, work hardening, and outpatient rehabilitation.



Leianna Bell, COTA, Academic Program Specialist

Office: CHP 308

Phone: 210.486.2010

Email: lbell51@alamo.edu

Leianna Bell, COTA, earned an Associate of Applied Science degree in Occupational Therapy Assistant from St. Philip's College in 2022. She is a COTA and has worked in the skilled nursing facility setting.

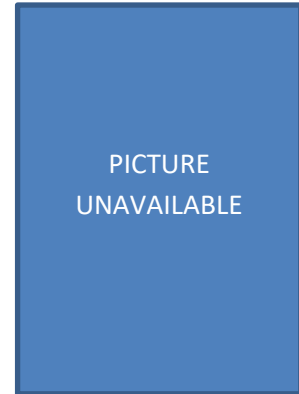
Meet the Occupational Therapy Assistant Program Adjunct Faculty



Allison Bailey, COTA, AAS
St. Philip's College Alumni
Adjunct, Clinical Liaison



Leslie Buchanan, COTA, AAS
St. Philip's College Alumni
Adjunct, Clinical Liaison



Laura Bull, COTA, AAS
St. Philip's College Alumni
Adjunct, Pediatrics



Cynthia Gutierrez, OTA, AAS
St. Philip's College Alumni
Adjunct Instructor, Clinical Liaison



Avery Pegues, COTA, BS
Adjunct Instructor, Kinesiology
Clinical Liaison



Courtney Walker, OTR, MOT
Adjunct Instructor, Pediatrics

Purpose of the Student Handbook

The purpose of this handbook is to outline specific policies that apply to students who have been formally accepted in the Occupational Therapy Assistant program at St. Philip's College and which override policies of the college. The policies set forth in this Handbook are designed to support the success of the student. All student resources and links can be found at <https://www.alamo.edu/online/support-at-SPC/>

Most of the general information you will need to become a successful student at St. Philip's College can be found in the St. Philip's College student handbook, which includes the policies and guidelines for all students. A copy of this student handbook can be found at https://alamo.instructure.com/courses/1407841/pages/ota-student-handbook-class-of-2023?module_item_id=20866610

St. Philip's College

St. Philip's College Accreditation

St. Philip's College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees and certificates. Contact SACSCOC at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of St. Philip's College.

To maintain accreditation with the SACSCOC, St. Philip's College must comply with the standards contained in the Principles of Accreditation: Foundations for Quality Enhancement and with the policies and procedures of the Commission on Colleges. The Commission on Colleges applies the requirements of its Principles to all applicant, candidate, and member institutions, regardless of type of institution (public, private for-profit, private not-for-profit).

St. Philip's College History

As a Historically Black College and as a Hispanic Serving Institution, St. Philip's College strives to be an important force in the community, responsive to the needs of a population rich in its ethnic, cultural, and socio-economic diversity. St. Philip's College seeks to create an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

The College takes pride in its individual attention to students in a flexible and sensitive environment. As a dynamic and innovative institution, St. Philip's College values the role of creative and critical thought in preparing its students, campus, and community to meet the challenges of a rapidly changing world.

Date Established: 1898

St. Philip's College Mission Statement

St. Philip's College, a Historically Black College and Hispanic Serving Institution founded in 1898, is a comprehensive public community college offering degrees and certificates, whose mission is to empower our diverse student population through educational achievement and career readiness.

St. Philip's College Core Competencies

The college fulfills its mission through three core competencies:

- 1) Quality Instruction for Educational Programs

- a. Foundational courses in arts and sciences leading to an associate degree or transfer to attend senior institutions.
- b. Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
- c. Applied Science and technical programs leading to a bachelor degree, associate degree or certificate designed to prepare students for employment and/or to update crucial skills for success in business, industry and government.
- d. Continuing education programs for occupational and educational enrichment or certification.
- e. High School Program partnerships to align transfer pathways, enhance learning opportunities and provide career readiness and transfer opportunities.

2) Student Engagement

- a. Counseling and guidance designed to assist students in achieving their educational and professional goals.
- b. Educational support services including library services, tutoring, open use computer labs and a writing center.
- c. Services, accommodations and advocacy support provided in appropriate formats and modalities.
- d. A commitment to diversity, opportunity and access.

3) Community Engagement

- a. Quality social, cultural, and intellectual enrichment experiences for the community.
- b. Committed campus that leverages our rich historical connection with San Antonio to build pathways for success and engagement for community members.
- c. Opportunities for participation in community service and economic development projects.

St. Philip's College Vision

St. Philip's College will be the best in the nation in Student Success and Performance Excellence.

St. Philip's College Values

St. Philip's College is committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission:

Students First
Respect for All
Community-Engaged
Collaboration
Can-Do-Spirit
Data-Informed

St. Philip's College Institutional Priorities

SACSCOC Compliance
Institutional Effectiveness and Accessibility
Graduation, Persistence, and Productive Grade Rate Improvement

St. Philip's College Strategic Objectives

Student Success: Provide academic and student support and align labor market-based pathways to achieve student completion.

Leadership: Provide opportunities for St. Philip's College students and employees to develop as leaders.

Performance Excellence: Continuously improve our employees, financial, technical, physical, and other capacities to enhance efficiency and effectiveness.

St. Philip's College Occupational Therapy Assistant Program

Occupational Therapy Assistant Program History

In 1969, St. Philip's College began offering degrees in Allied Health. Today the Occupational Therapy Assistant Program is offered in the Allied Health, Early Childhood, and Kinesiology Department within the Division of Health Sciences.

The Occupational Therapy Assistant (OTA) Program first enrolled students in 1971 and in 1973 graduated its first cohort with an Associate of Applied Science (AAS) degree. Ms. Starla Sweda was the founding program director. The inaugural class graduated eight students. The program is the second oldest OTA program in Texas and the oldest to offer an AAS degree.

Occupational Therapy Assistant Program Accreditation

The Occupational Therapy Assistant Program was first granted accreditation status by the Accreditation Council for Occupational Therapy Education in 1973. It was re-accredited in 1984, 1990, 1998, 2006, 2011 and 2017.

Accreditation is through the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), ACOTE can be contacted by writing at: ACOTE, c/o Accreditation Department, American Occupational Therapy Association (AOTA), 7501 Wisconsin Avenue, Suite 510E. Bethesda, MD 20814 or online at: www.acoteonline.org
AOTA can be contacted at www.aota.org Phone number is (301) 652-AOTA (2682).

The program will adhere to ACOTE standards and will:

- Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.
- Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.
- Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.

- Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.
- Pay accreditation fees within 90 days of the invoice date.
- Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, and Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information.
- Agree to a site visit date before the end of the period for which accreditation was previously awarded.
- Demonstrate honesty and integrity in all interactions with ACOTE.

Occupational Therapy Assistant Program Description

Occupational Therapy is a health care service that addresses the physical, cognitive, psychosocial, sensory, and other aspects of daily living activities. The purpose is to restore the client’s ability to function in their chosen roles and situations in home, school, workplace, and community. “Occupation” encompasses all the activities that occupy a person’s time and gives meaning to their lives. Activities used in treatment may be as basic as the daily tasks of grooming and cooking or as complex as evaluating the home and workplace for safety and energy-saving modifications.

The occupational therapy assistant enjoys a job that uses personal, creative, and technical skills working with individuals from a diverse and multicultural society and from all age groups. The occupational therapy assistant, under the supervision of an occupational therapist, carries out treatment plans. Clients may need therapy due to a physical injury, a disease process, aging, cognitive problems stemming from mental illness or alcohol and drug abuse, or to improve quality of life. Occupational therapy assistants are employed in hospitals, outpatient facilities, skilled nursing facilities, mental health facilities, schools, and home-health care.

The Occupational Therapy Assistant Program is a sequenced 2-year Associate of Applied Science (AAS) degree program consisting of lecture, laboratory, and clinical instruction. Year One consists of classroom instruction during the fall semester. The spring semester has classroom instruction along with one-day-a-week clinical. The Second Year of the program consists of classroom instruction during the fall or third semester, with two-days-a-week in clinical. The subsequent spring semester consists of two (2), full-time, minimum of eight-week clinical fieldworks.

The program is offered on a full-time basis during the daytime. Evening classes are not available for this program. Students can expect to spend approximately 35-40 hours per week in class, laboratory, clinical, and preparation while enrolled in this program.

Occupational Therapy Assistant Program Mission Statement

The program’s mission is to provide students with a quality occupational therapy assistant education to become competent entry-level professionals. The program fosters the growth of compassionate, ethical practitioners with leadership abilities, who are valued contributors to the community.

The program shares with the College responsiveness to the needs of students with diverse ethnic, cultural, and social-economic backgrounds. These needs are met with a commitment to establishing and maintaining a supportive, professional learning environment, including community service. The program fosters development of critical thinking, creative problem solving, personal growth, leadership abilities, and lifelong pursuit of learning to meet the ever-changing demands in healthcare.

Occupational Therapy Assistant Program Goals

- Ensure that the program application process selects qualified individuals in a non-discriminatory manner for affordable access to quality higher education for citizens of Bexar County and surrounding service area.
- Provide support mechanisms, coursework and fieldwork education that prepares students with sufficient knowledge, skills, and attitudes to meet ACOTE entry-level competencies and pass the National Board of Certification in Occupational Therapy (NBCOT) certification exam.
- Provide effective occupational therapy assistant workforce education and training experience in partnership with and to meet the needs of businesses and community-based organizations.
- Provide the OTA faculty of Alamo Colleges with the financial, technologic, and physical capacities, including but not limited to, faculty salaries, faculty professional development, program equipment and supplies effectively meeting their mission of the OTA program.

Occupational Therapy Assistant Program Educational Goals

Upon completion of the program, the student will demonstrate the attitudes, knowledge, and skills necessary for competent entry-level practice required through an integrated healthcare team delivery system as reflected in the following:

- Serve a diverse population in a variety of systems that are consistent with entry-level practice
- Promote the value of lifelong learning and the need to utilize research in clinical practice
- Apply occupational therapy principles in an effective manner to implement and document occupation- based intervention tools to achieve expected outcomes
- Advocate for the strengths and opportunities of the profession, services and consumers
- Effectively practice within the distinct roles and responsibilities of the occupational therapy assistant under the supervision of an occupational therapist
- Provide occupational therapy services within the framework of legal, ethical, and professional standards
- Consistently monitor the therapeutic environment within a clinical setting to ensure safety, order, and patient/client privacy

Occupational Therapy Assistant Program General Program Information

The Occupational Therapy Assistant Program is designed to provide a quality educational experience that will prepare future Occupational Therapy professionals in promoting and maintaining the holistic health and wellness of individuals through engagement in occupation over the lifespan. Our graduates will develop skills necessary for employment as Certified Occupational Therapy Assistants (COTA) and perform as entry level Occupational Therapy Assistants (OTA) professionals under the supervision of an Occupational Therapist (OT). Focused course work prepares students for the certification examination they will take to become Certified Occupational Therapy Assistants. Employment for Occupational Therapy Assistants may be in but not limited to hospitals, rehabilitation facilities, long-term care facilities/nursing homes, out-patient clinics, home healthcare, community, and educational settings.

The major curriculum is offered during the day, on-campus between the hours of 8 a.m. to 5 p.m., Monday - Friday. ***Please note: The days can vary based on the course being offered. Students are provided a semester schedule approximately one month prior to the start of the subsequent***

semester. The Clinical Fieldwork experiences occur off-campus at various locations and are based on the hours of the Occupational Therapy Practitioners and the Fieldwork sites. The hours can vary anytime between 6 a.m. to 7 p.m., Monday – Friday (*with a possible Saturday*).

Students accepted into the Occupational Therapy Assistant Program are required to successfully complete all pre-requisite general education courses with a cumulative GPA of 2.70 (on a 4.0 scale) prior to entering the professional phase of the program.

Once accepted into the major students must maintain a 2.70 GPA (on a 4.0 scale). The OTA major curriculum is designed in a sequential manner. Each program course is a prerequisite for the subsequent program course offered; therefore, successful completion of each course is a requirement for progression throughout the program. Successful completion of each course is defined as obtainment of a minimum grade of “C” (77%) or better. **If a student fails a course, he or she must wait until the course re-sequences contingent upon not exceeding the program’s maximum capacity.** Due to the evolving nature of the Occupational Therapy field, the OTA curriculum is frequently reviewed and revised as needed.

Students who withdraw or are dismissed from a class due to academic failure and return to complete the program with another class, may be **required** to test their didactic and/or laboratory skills, demonstrating comprehension of subject contents from the semester of dismissal. The student must pass with a **77%** or better to re-enter. Depending on the length of time a student is out of the program it may be deemed by the Program Director and the Academic Fieldwork Coordinator (AFWC) that the student has lost knowledge and skills due to the time out of the program. To ensure student success a recommendation may be made that the student be required to audit previous course(s) to ensure that the level of knowledge and skill is in-line with other students in the same class expected for the returning student. Additionally, students are required to meet the graduation requirements of the class to which they return.

Occupational Therapy Assistant Program Philosophy

Beliefs about Human Beings:

The philosophy of the Occupational Therapy Assistant Program at St. Philip’s College is based on AOTA’s “Philosophical Base of Occupational Therapy” (1979). Humans interact, adapt, and control their internal and external environments through occupations and purposeful activity. Constant adaptation to change is required of humans, both for survival and self-actualization. Biological, psychological, social, and/or environmental challenges cause individuals to adapt in new and different manners. Occupational therapy practitioners assist individuals facing dysfunction or to improve quality of life in the process of maximizing adaptation. Engagement in purposeful activity and occupation facilitates the learning of new behaviors as well as providing intrinsic motivation. In Occupational Therapy, the adaptation process is a collaboration among the client, the therapist, family or significant others, and other team members.

The SPC OTA faculty members hold that the following beliefs are most important concerning human beings:

- Treat each individual human being with value and respect
- Open communication, acting ethically and with integrity builds trust
- Growth and transformation will result when individuals take responsibility for one’s own actions and strive for continuous learning

Beliefs About How Adults Learn:

The SPC program beliefs on adult learning include concepts from the following sources: AOTA's Philosophy of Occupational Therapy Education (2007), Knowles (1998), Bloom (1984), and differing learning styles.

- As educators, the SPC program faculty view humans as lifelong learners with the capacity for continued growth and change. Man learns by “doing” or “occupation”, by engaging the mind, body and spirit. Students will develop the skills needed to be a professional OTA through active participation in internal and external environments. As applicants, students demonstrate their motivation to learn and self-direct their behavior. Once in the program, students build on their knowledge from previous courses and their life experiences. OTA faculty present course materials on the most current trends in Occupational Therapy, understanding that adult students learn more easily from purpose driven and readily applicable information. Learning will occur in the contexts of individual processes of self-directed learning and self-reflection, as well as, from the collective experiences and interactions of the community of students and faculty. Experiencing various activities in problem solving leads to critical thinking skills, this facilitates competence and clinical reasoning skills.
- The OTA faculty believes that college is a growth experience, which is one of Knowles' (1998) tenets of adult learning. Students entering the program are seen as bringing varied life experiences and knowledge in learning to become competent in the education and skills needed to be an occupational therapy assistant. Faculty will utilize a number of techniques in the classroom and labs, to promote active and collaborative learning, and practical application in a safe environment. Thus, the student's experiences and their own individual strengths assist the student in integrating occupational therapy concepts into implementation of treatment.
- The OTA faculty believes that Bloom's (1984) cognitive levels explain the sequencing of learning. Students first learn the basic terminology or concepts for a firm foundation, much of which is rote memory (Knowledge). As students gain understanding (Comprehension), they can then begin to see and make adapt terminology to situations (Application). As students see patients in the clinics, they compare and relate this to the didactic information (analysis). At the most complex levels, students are integrating patient diagnosis information with treatment interventions (Synthesis) and finally critiquing themselves and validating their choices and actions (Evaluation).
- Learning styles are as varied as the students are. Based on this fact, the OTA students complete two learning style inventories. The information from these inventories is then used to guide students in study techniques. Faculty members use the information in creating learning activities. Students are encouraged to experiment with a number of strategies in the adaptation process of learning. This will assist students in understanding how to encourage and teach clients in the clinic, as well as, how to meet the demands of multiple learning styles in the workplace. Inventories that have been utilized are the Multiple Intelligences Test, which is based on Howard Gardner's Multiple Intelligence Model and a simple Verbal-Auditory-Kinesthetic learning style inventory.

The OTA faculty members hold that the following beliefs are most important concerning how human beings learn:

- Show respect for the individual
- Present material through a variety of approaches to guide learning
- Active participation is required of the student, whether individually or in groups
- Utilize and build on one's life experiences
- Collaboration and diversity of ideas of the students and faculty will develop a joyful, creative community of learning and service

Description of the COTA

The occupational therapy assistant works under the supervision of a registered occupational therapist in a variety of health care services such as schools, hospitals, and skilled nursing facilities. Occupational therapy assistants use "occupation" as treatment to help people learn the skills necessary to live as independently as possible and to participate in the life occupations of education/work/productive activities; self-care and instrumental activities of daily living as well as social participation and play/leisure.

Occupational Therapy Assistant Program Facilities

Occupational Therapy Assistant classes are held on the third floor of the Center for Health Professions building at the St. Philip's College-MLK campus. The address is 1801 Martin Luther King Drive, San Antonio, Texas, 78203. Room 312 is a classroom/lab and Room 320 is a classroom/lab with an ADL kitchen, bathroom, and storeroom. Room 315 is an OTA storeroom. Four computers, with wireless internet access, and one printer are available in each OTA classroom. Computers located in the classrooms are for educational/instructional purposes only.

Certification

Graduates of the program are eligible to take a national examination to become a Certified Occupational Therapy Assistant (COTA). The National Board for Certification in Occupational Therapy, Inc. (NBCOT) administers the national certification examination, and can be contacted at <http://www.nbcot.org> or NBCOT, ATTN: CERTIFICATION EXAMINATION, 12 South Summit Avenue, Suite 100, Gaithersburg, MD 20877-4150 or (301) 990-7979.

Licensure

Once certified, the COTA is eligible to apply to the Texas Board of Occupational Therapy Examiners (TBOTE), 333 Guadalupe, Suite 2-510, Austin, TX 78701-3942, for a license to practice in the state of Texas. TBOTE's phone number is (512) 305-6900. Website is <http://www.ecptote.state.tx.us/>. A practitioner may not work without a license.

Graduation, certification, and licensure are each a separate mechanism and are the responsibility of the individual student. Occupational Therapy practitioners must have a current state license to practice in Texas.

Occupational Therapy Assistant Program Professional Memberships

Occupational therapy assistant students are considered to be a professional upon admission into an occupational therapy program. The OTA instructional staff stress that participation in national, state and club associations is a vital part of a student's growth as a professional. There are several forms of associations in place in the Occupational Therapy profession.

The American Occupational Therapy Association, Inc.

4720 Montgomery Lane

P.O. Box 31220

Bethesda, MD 20824-1220

Phone: (301) 652-2682

Web Site: <http://www.aota.org>

The American Occupational Therapy Association (AOTA) is a national organization that promotes occupational therapy through member communication, continuing education, research, efforts to increase third party reimbursement for OT and improve OT practice.

Student membership (\$75.00 per year) is mandatory for two years in the OTA Program and includes full membership benefits.

How do I change from Student to New Practitioner?

Call Member Services at 800-SAY-AOTA (800-729-2682), or mail in your membership application with your due's payment. (Note: Be sure to take advantage of the special New Practitioner dues rate—\$119 the first year for OTs; \$95 for the first year for OTAs!) - See more at

<http://www.aota.org/AboutAOTA/Membership/FAQs>

The Texas Occupational Therapy Association (TOTA)

The Texas Occupational Therapy Association require a yearly \$30.00 membership fee. The Texas Occupational Therapy Association (TOTA) is a non-profit professional association incorporated in Texas that was established for the benefit of professionals and students of occupational therapy. The mission of TOTA is to be responsive to the professional development, information needs, and educational requirements of its members; to advance and improve the practice of occupational therapy for the benefit of the consumers; and to anticipate and respond to the organizational, political, economic and social features of the health care delivery system at the local, state and national levels. TOTA is an affiliate of the [American Occupational Therapy Association, Inc.](http://www.aota.org)

OTA student membership is required as it provides access to local continuing education, knowledge of state practice issues and information regarding potential employment opportunities as well as reduced conference fees for the annual TOTA conference.

SPC Occupational Therapy Assistant Student Club

Student Occupational Therapy Assistant club is designed for the students enrolled in the program to participate at a college level. The purpose of the club is to bring OTA students together to explore new developments in occupational therapy, to become active in the Occupational Therapy community and to engage in a community service. In order to be considered an active member, students are required to attend a minimum of three meetings per year and participate in a minimum of two events/fundraisers per year. Being an active member of SOTA club is a vital part to your professional growth.

Students with Legal Concerns

Enrollment into the Allied Health Programs by students with felony or misdemeanor convictions could result in denial of licensure or certification. These students need to complete a declaratory order process with both the Texas State Licensure Board and the National Board for Certification in Occupational Therapy to be eligible for admission into the program. Proof of eligibility for state licensure and national certification must be provided to the program director prior to application into the OTA Program.

Any prospective OTA student with convictions must contact the Executive Council of Occupational Therapy Examiners, 333 Guadalupe, Ste. 2-510, Austin, TX 78701/3942. The prospective student needs to complete and submit a “Criminal History Evaluation Letter” to ECPTOTE. The instructions can be found at <http://www.ptot.texas.gov/page/home> If ECPTOTE concludes the prospective student is eligible for a license, a copy of the result letter must be included with the application packet. Applicant need to review the Candidate/Certificant Code of Conduct, Character Questions, and/or Early Determination Review information concerning the national Criminal History Evaluation criteria at: <https://www.nbcot.org/exam/edr> or NBCOT can be reached at 12 South Summit Avenue Suite 100 Gaithersburg, MD 20877 (301) 990-7979 Fax (301) 869-8492 Email NBCOT at info@nbcot.org

More information regarding State of Texas Act effective September 1, 2017: See Appendix D

Occupational Therapy Assistant Program Essential Physical and Mental Abilities Requirements

The following are technical standards and essential job functions for every Occupational Therapy Assistant, as compiled from observations of a wide variety of job experiences for the performance of common safe therapeutic functions. Students accepted into the Occupational Therapy Assistant Program at St. Philip’s College should exhibit or demonstrate the following essential skills for completion of the program and success in the profession of Occupational Therapy. These technical standards must be met and maintained throughout the length of the Program.

Occupational therapy assistants deal with a wide variety of activities and persons with mental, developmental and/or physical dysfunctions. The student in the OTA program will be required to meet the demands listed below for physical, mental, communication, behavior and professional conduct and appearance essential job functions.

The students who cannot meet these demands may not be successful candidates for job placement in the workforce as an occupational therapy assistant. Students must be able to meet the essential functions of the program with or without accommodations under section 504 or the Rehabilitation Act or the ADA.

Physical and Mental Requirements

- Sufficient hearing to communicate with patients, families, and other members of the health care team and to monitor patients by hearing instrument signals and alarms
- Sufficient smell to assess patient status and maintain a safe practice environment
- Sufficient fine touch discrimination to palpate pathologic changes in soft tissue
- Sufficient fine and gross motor coordination to manipulate/operate equipment controls and to perform treatment/assessment techniques including, but not limited to activities of daily living, neuromuscular re-education, goniometry, and manual muscle testing

- Satisfactory physical strength and agility to transport, move or lift patients requiring all levels of assistance and to perform prolonged periods of standing, walking, sitting, bending, crawling, reaching, pushing, and pulling
- Sufficient computer competency with ability to utilize Microsoft Word and PowerPoint, basic email, and the internet
- Satisfactory intellectual, emotional, and interpersonal skills to ensure patient safety and to exercise independent judgment and discretion in the performance of assigned responsibilities
- Sufficient eyesight to read paper or computer-generated medical records; read instrument panels and gauges; monitor patients for adverse reactions to treatment; adjust assistive devices; and make visual observations regarding functional abilities such as activities of daily living, home management skills, and social interaction

Communication Skills

- Satisfactory verbal, reading, and writing skills to effectively and promptly communicate in English
- Satisfactory ability to follow verbal and written instructions to correctly and independently perform treatment procedures
- Satisfactory intellectual, emotional, and interpersonal skills to interact with patients, families, and other health care workers
- Satisfactory ability to give demonstrations or presentations to classmates, faculty, other health care workers, or at professional association meetings
- Satisfactory ability to independently prepare papers and reports, as well as take written, computerized, or practical examinations
- Satisfactory ability to ask and respond to formal and informal questions with confidence at an appropriate professional level
- Satisfactory ability to use correct grammar and spelling as well as the appropriate level of formality
- Satisfactory ability to demonstrate critical thinking skills to solve problems, make decisions, plan, organize, and follow through
- Satisfactory ability to utilize memory to enhance performance, critical thinking, and planning
- Satisfactory ability to locate information using reference manuals and computer databases
- Satisfactory ability to use appropriate mathematical concepts to determine standardized tests scores and understand research statistics in literature

Behavior

- Be honest, compassionate, reliable, ethical, and responsible
- Accept and act on constructive criticism, critically evaluate self-performance, recognize and correct mistakes
- Exercise independent judgment and accept responsibility for own work
- Organize and prioritize work, performing multiple tasks within given time constraints and under stressful conditions while maintaining the ability to communicate clearly
- Possess the emotional health necessary to effectively exercise judgment and intellect under stressful conditions
- Be able to provide professional and technical services while under the stress of task related uncertainty, emergency demands, and a distracting environment
- Be flexible and adapt to professional, technical, and academic changes
- Recognize potentially hazardous situations, materials, and equipment and proceed in a manner that will protect the patient, self, and others

- Recognize emergency situations and respond appropriately
- Adapt to performing unpleasant procedures and working the physical illness and traumatic situations
- Support and promote the activities of fellow students and health care professions in order to further a team approach to learning, task completion, problem solving, and patient care

Sufficient motor ability, agility, and strength required

- Frequently execute safe and effective transfers of adults and children, more than 100 pounds
- Treat clients in daily meaningful activities, cardiopulmonary resuscitation, and emergencies, including but not limited to: balancing, stooping, kneeling, crouching, crawling, reaching or climbing
- Grasp and manipulate various sizes of equipment needed for therapeutic interventions, splinting, or data entry
- Administer a variety of massages and other manual therapies

Professional Conduct and Appearance

- Maintain good health and self-care to present a well-groomed, neat appearance
- Maintain patient confidentiality and exercise ethical judgment, dependability, and accountability
- Demonstrate self-respect and respect for others
- Display attitudes of tolerance and integrity
- Display professional attributes, including punctuality, professional demeanor, and cooperation
- Adhere to institutional and program policies and procedures as documented in student handbooks
- Act in a manner that demonstrates awareness that a legal and binding contract exists between the academic program and the clinical site
- Emotional health and stability to complete complex patient care responsibilities within an allotted time
- Tolerate taxing academic and clinic workloads
- Effectively interact with diverse populations and personalities individually and in group settings
- Work in close physical contact with others

Occupational Therapy Assistant Program Professional Standards

Students enrolled in the Occupational Therapy Assistant program are expected to:

1. Use their own knowledge and skill to complete examinations.
2. Use their own knowledge to write papers or compile research presentation. If a quote or portion of another person's work is issued, proper recognition must be given.
3. Respect the opinion of instructors and other learners. Students will refrain from making statements that insult, slur, or degrade instructors, other health professionals, or students. (This ethics statement does not infringe upon a student's right to raise questions and request clarification but does modify the manner in which the question is presented.)
4. Respect the limited resources of textbooks, library books, reprints, and journals.
5. Assist in maintaining equipment in good working order. Students will refrain from misusing equipment.

6. Assist in maintaining class and laboratory rooms in good order. Students are expected to clean up after themselves when they have finished working in a particular area of the department.
7. Respect other student's projects. Handling, stealing, altering, defacing, or otherwise harming another student's work, especially in a manner, which might cause the project to receive a lower grade, will not be tolerated.
8. Observe all policies and procedures established by the OTA program and all clinical facilities.
9. Respect the confidentiality of patient information regardless of source (patient, therapist, records, charts, etc.) Information in which any part of the patient's name (or any identifying aspect of the patient) shall not be repeated outside the classroom, clinic, or facility.
10. Work in cooperation with and demonstrate respect for other health care team members.
11. Protect the property and property rights of the program, clinic and patient. Students will not remove or borrow property without permission and shall not damage or misuse property.
12. Perform only those therapeutic procedures in which they are competent and for which they have been successfully educated. Students must always consult with the clinical instructor if in doubt regarding a procedure or treatment. Failure to abide by this Code will result in dismissal from the program.

Student Code of Conduct

The College acknowledges the importance of an environment that is conducive to learning. The Student Conduct Code and Judicial System serves to provide such an atmosphere that is conducive to education growth and civility which fosters and protects the mission of the College. College Procedures on Student Conduct: Student Conduct Code and Student Judicial System, and Student Judicial System.

The St. Philip's College Student Conduct Code applies to conduct that occurs on college premises, at college sponsored activities, or to any conduct that adversely impacts or reflects on any member of the College community and/or the pursuit of the College's mission, vision, or values. Each student is responsible for his/her conduct, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment.

Any student found to have committed or to have attempted to commit any of the misconduct listed on the Student Conduct Code, or who violates any federal, state, local, or other applicable law any College policy, procedure, directive, or other requirement (including without limitation requirements set forth in the Student Handbook) published in hard copy or available electronically is subject to the disciplinary sanctions outlined in the Cuyahoga Community College Student Judicial System.

For programs that may require following a career-related code of ethics or may have students follow additional requirements as imposed by a clinical site, the program will review possible violations and will consult with the Dean of Student Affairs to determine if they fall within the violations established in the Student Conduct Code.

Ethics

In addition to the Student Code of Conduct, students within the occupational therapy assistant program are also expected to follow the applicable code of ethics outlined by the American Occupational Therapy Association <https://www.aota.org/Practice/Ethics.aspx> . The AOTA Code of Ethics covers occupational therapy students in its definition of personnel, and lists six ethical principles, each of which have implications for student behavior in the OTA Program at St. Philip's College.

The six ethical principles are

- Beneficence – Occupational therapy personnel shall demonstrate a concern for the well-being and safety of persons.
- Nonmaleficence – Occupational therapy personnel shall refrain from actions that cause harm.
- Autonomy – Occupational therapy personnel shall respect the right of the person to self-determination, privacy, confidentiality, and consent.
- Justice – Occupational therapy personnel shall promote equity, inclusion, and objectivity in the provision of occupational therapy services.
- Veracity – Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.
- Fidelity – Occupational therapy personnel shall treat clients (persons, groups, or populations), colleagues, and other professionals with respect, fairness, discretion, and integrity.

The behaviors listed should be demonstrated in public and private, within the classroom, on fieldwork, while participating at any community event, fields trips or other activities of which you are involved both in your professional and personal life. The OTA program takes ethical responsibilities seriously, and students who are unable to demonstrate the abilities will result in a warning, loss of professionalism or participation points in a class, probationary status and/or dismissal.

Approach to Learning and Instruction

We believe in educating innovative, forward-thinking, flexible practitioners who are ready to help meet society's healthcare needs. As occupational therapists/occupational therapy assistants, our main concern is occupations. That is, enabling participation in and facilitating greater performance in valued occupations.

We envision our graduates to be well-prepared to apply the knowledge and skills to a variety of practice settings serving people across the lifespan. We are intentional in linking the teaching and learning process used by occupational therapists/occupational therapy assistants to the instruction we deliver to the students. We believe students learn best through active and guided experiences (Vygotsky, 1978) and when they practice with the opportunity to self-reflect upon the content and process (Kolb, 1984).

OTA Program Curriculum

Framework

The Occupational Therapy Assistant program curriculum is designed to be in accordance with the mission and philosophy of St. Philip's College and the American Occupational Therapy Association. Additionally, the curriculum design meets the needs of the SPC OTA Advisory committee, NBCOT, ACOTE Standards, and the needs of the community. The SPC Occupational Therapy Assistant faculty agrees upon the educational objectives for the Associate of Applied Science in the Occupational Therapy Assistant curriculum.

The scope, sequencing, and major themes of the curriculum are designed for students to acquire the knowledge, skills, attitudes, and competencies, as expressed in our program objectives, to become proficient entry-level occupational therapy assistants and life-long learners.

The prerequisite credits must be completed prior to admission to the OTA program. Students must complete all OTA professional courses with a grade of C or better.

Occupational Therapy Assistant Program Courses

Prerequisites

ENGL 1301	Composition I
BIOL 2401	Human Anatomy & Physiology
MATH	Select one course from the Math Core

YEAR 1

Fall Semester

OTHA 1211	Occupational Performance Throughout the Lifespan
OTHA 1315	Therapeutic Use of Occupations or Activities I
OTHA 1305	Principles of Occupational Therapy
OTHA 1409	Human Structure & Function in Occupational Therapy

Spring Semester

OTHA 1160	Clinical OTA
OTHA 1341	Occupational Performances from Birth Through Adolescence
OTHA 2331	Physical Function in Occupational Therapy
OTHA 2201	Pathophysiology in Occupational Therapy
OTHA 2302	Therapeutic Use of Occupations or Activities II

Summer Session

PSYC 2301	General Psychology
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Choose one course from Humanities (40) core or Visual or Performing Arts (50) core, if needed

YEAR 2

Fall Semester

OTHA 1361	Clinical OTA
OTHA 2209	Mental Health in Occupational Therapy
OTHA 2335	Health Care Management in Occupational Therapy

Spring Semester

OTHA 2662	Clinical OTA
OTHA 2663	Clinical OTA

Course Descriptions

BIOL 2401 – Human Anatomy and Physiology I

Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body, including cells, tissues, and organs of the following systems:

integumentary, skeletal, muscular, nervous, and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. This course fulfills the Life and Physical Sciences foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Empirical Quantitative Skills, and Teamwork.

ENGL 1301 – Composition I

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. This course fulfills the Communication foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Teamwork, and Personal Responsibility.

MATH 1314 – College Algebra

In-depth study and applications of polynomial, rational, radical, exponential, and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included. This course fulfills the Mathematics foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, and Empirical Quantitative Skills.

PSYC 2301 – General Psychology

Survey of major topics in psychology. Introduces the study of behavior and the factors that determine and affect behavior and mental processes. This course fulfills the Social and Behavioral Sciences foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Empirical Quantitative Skills, and Social Responsibility. (Students may also take **Introduction to Psychology**)

The student must also select one course from the **Humanities (40) Core** or the **Creative Arts (50) Core**.

OTHA 1211 – Occupational Performance Throughout the Lifespan

Overview of stages of occupational performance in all stages of life.

OTHA 1305 – Principles of Occupational Therapy

General occupational therapy history and tenets and patient/practitioner skills.

OTHA 1315 – Therapeutic Use of Occupations

Language and processes of occupational therapy, Task analysis, and Occupational Therapy Practice: Framework (OTPF): Domain & Process 4th ed.

OTHA 1409 – Human Structure & Function in Occupational Therapy

Study of body movement/Motion analysis, Neurological concepts, Manual muscle testing, and Goniometer

OTHA 2302 – Therapeutic Use of Occupations or Activities

In simulated laboratory environment, practice: Patient transfers, vital signs, and dressing techniques

OTHA 2201 – Pathophysiology in Occupational Therapy

Study of the pathophysiology of diseases/conditions commonly encountered in physical therapy.

OTHA 1341 Occupational Performance from Birth through Adolescence

General treatment techniques, disease specific treatment techniques related to the pediatric population, treatment plans, participate in experiential learning with Kinetic Kids (a community-based program for children with disabilities during evening and weekends).

OTHA 2331 – Physical Function in Occupational Therapy

Advanced treatment techniques for selected physical function diagnosis.

OTHA 1160 Clinical I – Occupational Therapy Assistant

Apply knowledge, skills, and attitudes from all previous and current courses through experience in clinic/community setting one day a week.

OTHA 2209- Mental Health in Occupational Therapy

Advanced treatment techniques for selected psychosocial and mental health diagnoses.

OTHA 2335 Health Care Management in Occupational Therapy

Management, reimbursement, and professional aspects

OTHA 1361 Clinical II – Occupational Therapy Assistant

Synthesis and integration of knowledge, skills, and attitudes from all previous and current courses through experience in clinic/community setting twice a week

OTHA 2662 Clinical III – Occupational Therapy Assistant

A health-related, work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Synthesis and evaluation of all knowledge, skills, and attitudes for entry-level practice. Direct supervision is provided by the clinical professional in a clinic five days a week. Initial

OTHA 2663 Clinical IV – Occupational Therapy Assistant

A health-related, work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Synthesis and evaluation of all knowledge, skills, and attitudes for entry-level practice. Direct supervision is provided by the clinical professional in a clinic five days a week. Entry-level workplace skills.

Scope of Content

The SPC OTA program scope of content is based on repetition of basic concepts of occupational therapy practice, with less exposure to more advanced concepts.

Examples of “Basic concepts” include:

- Focus on human structure and function that leads to competency in assessing range of motion and manual muscle testing and knowledge of specific exercises to improve motion and strength.
- Focus on human reflexes that are vital for treatment with Pediatrics as well as Neurodevelopmental treatment (NDT).
- Focus on the patient/practitioner relationship and self-reflection is basic to every interaction, whether it be in person, by phone, or electronically.
- Focus on treatment techniques and interventions for selected diseases or disorders that are most common among the clients that OTAs will treat.

Examples of “Advanced concepts” include:

- One lecture and lab to practice making 2 basic splints
- One lecture and lab to practice electrotherapeutic modalities such as TENS, ultrasound, and e-stimulation.
- One lecture and lab to review orthotics-static, dynamic, and with e-stimulation attachments

Sequencing of Content/Progression in the Occupational Therapy Assistant Program

The sequence of the SPC OTA curriculum content is based on a developmental model, where the courses are sequenced to begin with basic OTA concepts for a firm foundation. In subsequent courses, these basic principles are presented again, in increasingly abstract and complex manners that require greater levels of problem solving, critical thinking, and adaptive processing for the student. This educational program is hierarchical in nature in that it begins with foundations of basic science knowledge and liberal arts and progresses from occupational therapy concepts and theories to the application of these concepts into treatment procedures and clinical reasoning.

All first semester courses build on the pre-requisites of Anatomy and Physiology, English and Math. Information from other general education courses of Psychology, Sociology, and Philosophy are also included but are not pre-requisites. The majority of the information in the foundational OTA courses is at Bloom’s cognitive levels of knowledge and comprehension, with some application level and critical thinking assignments.

The first semester OTA core concepts and course titles are:

- The language and task analysis used in occupational therapy – Therapeutic Use of Occupations or Activities I (OTHA 1315).
- The study of body movement – Human Structure & Function in Occupational Therapy (OTHA 1409).
- General occupational therapy tenets and patient/practitioner skills – Principles of Occupational Therapy (OTHA 1305).
- An overview of all stages of occupational performance – Occupational Performance Throughout the Life Span (OTHA 1211).

During the second semester, each course builds on all the core OT concepts from the first semester, combining and adding new information, which is applied to populations by age. Students demonstrate their comprehension from the first semester then, based on Bloom's Taxonomy, apply, and begin to analyze the content in more complex assignments.

- The most complex course of study of body movement – Physical Function in Occupational Therapy (OTHA 2331), combines knowledge from courses Human Structure & Function in Occupational Therapy (OTHA 1409), Pathophysiology in Occupational Therapy (OTHA 2201), Therapeutic Use of Occupations or Activities I (OTHA 1315), and Therapeutic Use of Occupations or Activities I (OTHA 2302).
- One second semester course is a direct continuation of its predecessor, Therapeutic Use of Occupations or Activities I (OTHA 1315) and Therapeutic Use of Occupations or Activities II (OTHA 2302). An example of the core concepts being more complex, and abstract is that this course combines task analysis with human movement with patient practitioner skills – Therapeutic Use of Occupations or Activities I (OTHA 1315), Human Structure & Function in Occupational Therapy (OTHA 1409), and Principles of Occupational Therapy (OTHA 1305) respectively; these concepts are applied to transfers, vital signs, dressing techniques, and manual muscle testing.
- The foundational information about all ages of occupational performance in Occupational Performance Throughout the Life Span (OTHA 1211) is re-framed with occupational therapy principles – Principles of Occupational Therapy (OTHA 1305), and task analysis – Therapeutic Use of Occupations or Activities (OTHA 1315) to analyze and develop treatment techniques and treatment plans for the Pediatric population Occupational Performance from Birth through Adolescence (OTHA 1341) population by the end of each course.
- During Clinical I-Occupational Therapy Assistant (OTHA 1160), students will utilize information from all previous and current courses in a clinic setting one day a week. Students will demonstrate the knowledge, skills and attitudes required of an OTA by interviewing, observing, and interacting with clients. Assignments challenge students to analyze and apply the core OT concepts and theories and reflect on these experiences.

The third semester courses are where the core OT concepts are applied, analyzed, and synthesized according to Bloom's taxonomy. In this semester, students investigate the occupational therapy intervention techniques for selected specific diagnoses. By the end of the academic coursework, students will integrate treatment for the body, mind, and spirit of clients.

- The Mental Health in Occupational Therapy (OTHA 2209) re-frames concepts from task analysis – Therapeutic Use of Occupations or Activities I (OTHA 1315), with patient practitioner skills – Principles of Occupational Therapy (OTHA 1305); Pathophysiology in Occupational Therapy (OTHA 2201).
- The Healthcare Management in Occupational Therapy (OTHA 2335) specifically builds on the foundational information from Principles of Occupational Therapy (OTHA 1305), such as ethic reasoning, models of supervision, and professional workplace skills.

- During Clinical II-Occupational Therapy Assistant (OTHA 1361), students integrate and synthesize information from all previous and current courses in a clinic setting two days a week. Students demonstrate the knowledge, skills and attitudes required of an OTA by hands on treatment, if appropriate in the setting, and determining the planning and implementing of interventions. Further, students write a case study/treatment plan, which includes the creation of a piece of adaptive equipment or group protocol based on research. Assignments continue to challenge students to analyze and synthesize the core OT concepts and theories and reflect on these experiences.

The fourth semester courses are where the core concepts culminate in Bloom's taxonomy of evaluation skills when students are in occupational therapy clinics five days a week. There are two eight-week courses, with a minimum of 288 clinic hours, where students demonstrate generalist, entry-level occupational therapy assistant knowledge, skills, and attitudes. By the end of each course, students are planning and implementing interventions for a full client caseload, including documentation and professional skills. Students write a case study/treatment plan, which includes the creation of a piece of adaptive equipment or group protocol based on research. Clinics may also give assignments that continue to challenge students to analyze and synthesize the core OT concepts and theories.

Preparation for Practice

The Occupational Therapy Assistant Program is a sequenced 2-year Associate of Arts in Science (AAS) degree program consisting of lecture, laboratory, and clinical instruction. Year One consists of classroom instruction during the fall semester. The spring semester has classroom instruction along with one-day-a-week clinical. The Second Year of the program consists of classroom instruction during the fall or third semester, with two-days-a-week in clinical. The subsequent spring semester consists of two (2), full-time, minimum of eight-week clinical fieldworks.

The SPC Occupational Therapy Assistant programs will prepare students for practice in hospitals, outpatient facilities, skilled nursing facilities, mental health facilities, schools, and home-health care. Students will have at least one experience in an emerging practice area with a community agency. Further, students will have courses specific to the pediatric population and the elderly population; all other courses will utilize examples from ages across the life span. Students are taught to view persons holistically, however, for better comprehension; the areas of mental health and physical function are each specifically studied in courses in the third semester.

Evaluation Strategies

Evaluation methods are based on the type of material that the students are required to learn. Learning activities are also based on the type of material: facts (knowledge) are presented in lecture format, while skills, attitudes, and competencies are discussed, then demonstrated and practiced. The methods of evaluations for lecture material are multiple choice and short answer exams, either in computerized or non-computerized formats. Evaluation of skills, attitudes, and competencies is accomplished by practical exams or check offs, interviews, group or individual presentations, and written reports.

Curriculum Content Connecting Threads or Themes

The following curriculum content threads or themes are considered important by the St. Philip's College Occupational Therapy Assistant Program faculty. The content themes are consistent with the

stated college and program missions and reflect the essential concepts and philosophy of the profession of occupational therapy. The curriculum content themes and the program's beliefs about learning guide the rationale for the sequencing of courses, the courses offered, and evaluation strategies. The content themes demonstrate the scope, specifically the depth and breadth, of the program.

Therapeutic Use of Self in Treatment of Others

- Demonstrate knowledge and comprehension of self
- Demonstrate knowledge and comprehension of interacting with others
- Demonstrate knowledge and comprehension of group interaction
- Demonstrate knowledge and comprehension of cultural awareness

Program Objective: Serve a diverse population in a variety of systems that are consistent with entry-level practice

Student Learning Outcome: Use individual and group interaction techniques and therapeutic use of self as a means of achieving therapeutic goals.

Occupational Therapy Language and Principles

- Integrate Occupational Therapy Practice Framework knowledge in clinical settings
- Assimilate AOTA philosophy and statements through practice
- Effectively utilize medical terminology in written and verbal communication
- Incorporate pathophysiology knowledge and comprehension for safe interventions

Program Objective: Promote the value of lifelong learning and the need to utilize research in clinical practice

Student Learning Outcome: Demonstrate the ability to explain the meaning and dynamics of occupation and purposeful activity related to health matters, at the level of the receiver's understanding. This includes the interaction of the areas of occupation, performance skills, performance patterns, activity demands, contexts and environments, and client factors.

Occupational Therapy Implementation Skills for Treatment and Intervention

- Effectively assist in treatment planning
- Gather relevant information and effectively interpret same in Occupational Therapy client profiles
- Perform with competence and safety the following patient treatment skills, but not limited to, vital signs, transferring, ROM, MMT
- Incorporate teaching and learning techniques in patient treatment
- Employ clinical reasoning in treatment decision-making

Program Objective: Apply occupational therapy principles in an effective manner to implement and document occupation-based intervention tools to achieve expected outcomes

Student Learning Outcome: Selects, adapts, and sequences therapeutic occupations and purposeful activities that support the intervention goals and plan as written by occupational therapist. These occupations and purposeful activities meet an individual's physical, cognitive, psychosocial, sensory perceptual or developmental needs. These occupations and purposeful activities are meaningful to the client, maximizing participation and independence.

Collaborative Practitioner

- Collaborate with client to obtain information, to set client-centered and occupation-based goals, motivate and treat
- Collaborate with family/significant others/friends to set goals and understand client
- Collaborate with treatment team, staff, and facility personnel for quality patient care

Program Objective: Advocate for the strengths and opportunities of the profession, services, and consumers.

Student Learning Outcome: Demonstrate the ability to motivate, involve, and communicate (verbal, non-verbal, and written) with the patient/client to meet the needs of the individual and support system (family significant others, colleagues, and other health providers).

Professional Roles and Skills

- Uphold ethical standards, values, and attitudes of the Occupational Therapy profession in clinical practice
- Document treatment according to standards for reimbursement
- Communicate effectively, both orally and written, in all aspects of care
- Effectively practice within the distinct roles and responsibilities of the occupational therapy assistant under the supervision of an occupational therapist

Program Objective: Effectively practice within the distinct roles and responsibilities of the occupational therapy assistant under the supervision of an occupational therapist

Student Learning Outcome: Effectively document Occupational Therapy services for accountability of services and to meet standards for reimbursement of services. Documentation shall convey the need and rationale for skilled occupational therapy services.

Student Learning Outcome: Demonstrate the distinct roles and responsibilities of an Occupational Therapist and an Occupational Therapy Assistant in the supervisory process.

Program Objective: Provide occupational therapy services within the framework of legal, ethical, and professional standards

Student Learning Outcome: Advocate for those one serves, the profession, for services offered, and for oneself.

Scholarship Agenda

The program's scholarship agenda includes the Scholarship of Application and Scholarship of Teaching and Learning. The mission of the institution and the program stresses diversity, personal growth through education providing career readiness and competent entry-level professionals. The program strives to foster excellence and the growth of compassionate ethical practitioners with leadership abilities. The program achieves this agenda through the therapeutic use of self in treatment of others, OT implementation skills for intervention, collaboration, professional behavior, and safety in the environment. Students begin the program in the development of knowledge and skills to progress to mastery of the subject matter to become a competent entry level professional by the completion of the final Level II fieldwork education.

Use of Curriculum Design

The curriculum design explained above is the foundation for the selection of the content, scope, and sequencing of coursework in the Associate of Applied Science degree in Occupational Therapy Assistant. It is also the basis for systematic, ongoing evaluation of the course content and structure, in order to achieve the educational goals of the program. This evaluation process strives to develop consistency across courses and a developmental progression of learning throughout the program.

Course Sequencing

Throughout the curriculum, each OTA program course offered by the Department of Health Sciences must be taken in sequence. Courses can only be taken during the semester in which they are officially listed.

Stair Steps to Success as An Occupational Therapy Assistant

Developmentally based: simplex to complex
Scope: Basic, repeated w/new concepts added each time. Advanced (splinting, orthotics-1 time)
Bloom’s Taxonomy of Learning: Knowledge (definitions, rote memory), Comprehension, Application, Analysis (combing and dissecting information), Synthesis, and Evaluation



SPC Graduate

Licensed, Employed,
 Certified OTA

Synthesis and Evaluation:

Entry Level skills and workplace skills. Refine clinical skills and application of experience in classroom setting.

OTHA Courses: Clinical III & IV.



Each student comes with his/her life experience, education, learning style, work or volunteer experience. During the program each student builds on this previous experience and adds new experiences and knowledge.



Application, Analysis, and Synthesis:

Management in Occupational Therapy, Specific Diagnoses and Treatment for Mental Health, SOAP notes, and group process.

OTHA Courses: Clinical II, Mental Health, and Management.

Comprehension, Application, and Analysis:

Transfers, Clinic Safety, Adaptive Equipment, Adaptive Dressing, PROM, MMT, Vital Signs, Disease Process, Physical Dysfunction including splinting, Pediatric Diagnoses and Treatment, Kinetic Kids Community Experiential Learning, Introductory PAMS, One-Day Clinical I Experience with Observation Documentation and SOAP Notes.

OTHA Courses: Clinical I, Pediatric, Physical Dysfunction , Pathophysiology, and Therapeutic Activities II.



Knowledge and Comprehension:

Occupational Therapy Practice Framework, Medical Terminology, Activity Analysis, Life Span-Development, Physical Function and Structure (Kinesiology), Range of Motion, Therapeutic Rapport, Observation, Documentation, and Safety.

OTHA Courses: Principles, Life Span, Kinesiology, and Therapeutic Activities

Program and College Grading Systems

Occupational Therapy Assistant Program Grading System

All courses within the OTA curriculum, without exception, must be completed with the award of the grade of “C” or higher. The following is the official method of grading:

93-100	= A	= 4 points per semester hour
85-92	= B	= 3 points per semester hour
77-84	= C	= 2 points per semester hour
70-76	= D	= 1 point per semester hour
Below 70	= F	= 0 point per semester hour

NOTE: All courses within the OTA Program curriculum, including pre-requisites and general education courses, must be completed with a grade of “C” or higher to complete the degree plan. It is vitally important that the student be aware of his/her running average in each class and to recognize when assistance or tutoring is needed. Each student must take the responsibility to approach the instructor for guidance in studying or to discuss grades.

General Education Course Grading System

The institutions of the Alamo Colleges District use the following grading system:

A	(excellent/exceptional performance beyond mastery)	W	(withdrawal)
B	(above average/beyond basic mastery)	WS	(withdrawal, SB 1231)
C	(average/mastery)	WX	(withdrawal exemption, SB 1231)
D	(below average/pass)	WM	(military withdrawal, SB 1231)
F	(failure)	CR	(non-traditional credit only)
I	(incomplete)	AU	(audit)
IP	(in-progress)	P	(pass)
NC	(non-credit)	NR	(not recorded)

Military service withdrawals are recorded as a WM. WS or W grades do not affect the GPA but do negatively affect Satisfactory Academic Progress (SAP) for financial aid eligibility. To simply stop attending a class may result in a grade of F.

If a student earns a D in or fails a general education course while in the program, it will not result in suspension or dismissal from the program; however, all general education courses within the curriculum must be completed with a C or higher before the associate degree in physical therapist assistant will be awarded.

For all coursework—both in the Occupational Therapy Assistant Program and in the general education courses—it is critical that the student is aware of his or her running average in each class and recognizes when assistance or tutoring is needed. Each student must take the responsibility and initiative to approach the instructor when needed for guidance on improving grades.

Student Requirements

Initial Responsibilities of the Student

- Students must declare Occupational Therapy Assistant Associate of Applied Science as degree status in the Records and Registration office (degree code 2543).
- Students must have a current St. Philip's College Student Identification card (Student ID) photograph on file in Records and Registration office. SPC student ID photos are used for the clinical ID badge.

Criminal Background Check and Drug Screening

Before being fully accepted into any Allied Health program, which includes the Occupational Therapy Assistant program, students must pass a mandatory criminal background check (CBC) and drug screen at the student's expense. Both **MUST** be completed prior to beginning **the first semester**. Falsification of any submitted application documents will result in the student's dismissal from the program without the possibility of readmission.

The cost for individual drug screens and criminal background checks are the responsibility of the student. The program director or clinical coordinator will provide the appropriate forms needed to obtain the required drug screen and criminal background check.

Results of all CBC's and substance drug screens are submitted to the department chairperson and forwarded to the program director and director of clinical education. All results are kept confidential.

Additional random drug screening tests can be requested at any time deemed necessary by a clinical site, fieldwork educator, or faculty member of the program. Students must understand that a clinical site may request an additional drug screening, with the cost being the responsibility of the student.

Immunizations

All students accepted into the Occupational Therapy Assistant Program at St. Philip's College must present evidence that the following immunization requirements have been met before the student is allowed to begin the program. This is a requirement mandated by the clinical affiliates of our program and the state of Texas. The student must present documentation from a physician or medical clinic of the following immunizations:

These documents will be maintained in the student's file in the Fieldwork Coordinator's office (after graduation they will be held in the retired files) for the following immunizations:

- a. One dose of **Tetanus and Diphtheria toxoid (Td)** within last 10 years.
- b. **Measles/Mumps/Rubella (MMR)** (two doses required).
 - Measles**- Students born on or after Jan 1, 1957 must show acceptable evidence of vaccination of two doses of measles-containing vaccine administered since Jan 1, 1968, or acceptable evidence of immunity.
 - Mumps**- Students born on or after Jan 1, 1957 must show acceptable evidence of vaccination of one dose of mumps vaccine or acceptable evidence immunity.
 - Rubella**- Students must show acceptable evidence of vaccination of one dose of rubella vaccine or acceptable evidence of immunity.

- c. **Mantoux test (TB).** A PPD skin test must be done within one year prior to clinical assignment and must be repeated once a year or more frequently if required by a specific clinic site. If PPD is positive, you must have a chest X-ray.
- d. **Hepatitis B series-** three doses. If vaccine received 10+ years ago, a booster shot or proof of immune status must be provided.
- e. **Varicella-** two doses of varicella, unless the first dose was received prior to 13 years of age, or acceptable evidence of immunity, or letter from physician stating you have had the disease.
- f. **Meningitis-**All students under the age of 22 must show acceptable evidence of vaccination.
- g. **Additional immunization may be required by clinics-** COVID vaccination

Cardio-Pulmonary Resuscitation Certification

CPR certification is required of students by the program and the clinical affiliates of the program. Prior to entering program students are required to present evidence that they have completed Cardio-Pulmonary Resuscitation (CPR) for infant, child, and adult. The Heartsaver courses offered by the American Heart Association **do not** fulfill this requirement, nor do babysitting courses or any online-only courses without hands-on skills demonstration.

CPR for BLS Providers can be taken from the American Heart Association. Students who do not meet the CPR requirement will not be permitted to begin a clinical assignment. Current CPR certification must be maintained by all students throughout the entire curriculum.

Health Insurance

All students are required to have personal health care insurance while enrolled in the program. Students may be enrolled in a group plan through an employer or on another family member's plan. If not, they can seek coverage by a qualified insurance plan through the federal health insurance marketplace/health exchange, Medicaid, or HealthLink. Any healthcare costs incurred while the student is in the program are the student's responsibility. Individual clinic sites may ask students for proof of coverage.

Transportation

Students are responsible for their own transportation to and from class, field trips, the clinical facilities, and other designated areas.

Credit for Transferring Coursework from another Institution

General Education Coursework

Students requesting credit for previous general education coursework must submit an official transcript from the educational institution to the St. Philip's College **Admissions office**. The curriculum, advising and program planning specialist will review all submitted transcripts and set course equivalencies, according to state regulated standards for all previous non-OTA coursework. When necessary, the curriculum, advising and program planning specialist will consult with a counselor or academic and career advisor to assist with the determination.

Occupational Therapy Assistant Coursework

There is no transfer credit awarded for OTA coursework completed at other institutions.

Credit for Advanced Placement

Students requesting credit for advanced placement for general education courses will need to contact the St. Philip's College Admissions office. There is no advanced placement credit for Occupational Therapy Assistant courses.

Credit for Work Experience or Experiential Learning

There is no credit given for Occupational Therapy Assistant courses based on work experience.

Safety and Health Information

Safety

Safety is of utmost importance to the students, faculty, college and district. Everyone is urged to follow all safety precautions while on campus, and especially in the lab. During the first day of lab, students will be oriented to the location of fire extinguishers, the fire alarm, and the appropriate emergency exits from the building. Posters with phone numbers and safety instructions are located in each classroom/lab. Students may practice occupational therapy skills in the lab only after making arrangements with an OTA faculty member.

In addition, all students using the lab during class or when practicing therapy treatments must adhere to the following:

1. Consistently ensure a safe environment by recognizing safety hazards and taking necessary steps to prevent injury.
2. Laboratory equipment is expensive. Ask for assistance when unable to handle equipment safely and independently.
3. Use proper body mechanics while handling equipment and practicing occupational therapy procedures with other students.
4. Adhere to established precautions and contraindications when practicing therapy treatments using modality equipment.
5. Practice good hand hygiene by washing hands with soap and water, or using alcohol-based hand rub before treating a student/patient and before using equipment.
6. Practice good respiratory hygiene by covering mouth and nose when coughing or sneezing.
7. Only practice with equipment in which you have been instructed; sanitize the equipment parts that have been in contact with a patient/student.
8. Un-plug electrical equipment after use.
9. Please keep the Lab clean.
10. Any student wishing to use lab equipment anytime other than regularly scheduled hours must make arrangements with the OTA faculty. Doors need to be shut and locked and lights turned off when the last person leaves.
11. In case of an **EMERGENCY** on campus, **call 210-222-0911**.
12. In case of **FIRE**, remember RACE: Rescue; Alarm; Contain; Evacuate

There is one **Fire Extinguisher** located in room CHP 320 near the kitchen area. Another is located in the hallway, outside room CHP 312. Pull; Aim; Squeeze; Sweep

Evacuate to the Faculty Parking Lot, where the faculty will take roll to account for all class members.

Pregnancy Policy

If a student becomes pregnant while in the OTA Program, it is her responsibility to inform the Program Director and/or Academic Fieldwork coordinator so that appropriate accommodations can be made, when or if necessary. If the student is unable to complete course work or clinical assignments because of her pregnancy, she can follow the procedures for voluntary withdrawal, located in this handbook.

Because of possible risks associated with the clinical setting, such as lifting, exposure to chemicals, x-ray and diathermy, some clinical assignments are not appropriate for the student who is pregnant. The clinical coordinator will make every effort to assign the student to a safe and appropriate clinical site while also ensuring she has a well-rounded clinical education.

Hospitalizations/Medical Situations

For your protection, after a hospitalization or involvement in a medical situation, you will be required to present a doctor's release for full physical activities before returning to classes or clinical.

Sharps and Exposure Protocol

It is the policy of St. Philip's College Allied Health Department that all students who sustain a sharp (needle stick, glass, blade, etc.) or other exposure to blood or bodily fluids while engaged in a college sponsored educational program should receive prompt medical attention, including counseling, prophylactic drug treatment, and baseline and follow up laboratory values, as necessary. See **Sharps Exposure Protocol** for detailed instructions on procedures to be followed by students who have been exposed to blood/body fluids.

Incident Report

An incident is anything happening to a patient, an employee, a visitor or the student that is out of the ordinary, inconsistent with the facility's usual routine or treatment procedure, or an accident or situation that could cause an accident or cause harm.

In the event of an incident, the student should follow the protocol of the clinical facility, which may include filing an incident report at the facility. In addition, the student must complete the St. Philip's College Allied Health Department Student Clinical Incident/Injury Form.

The student must make every attempt to complete the written report within 24 hours of the incident, if at all possible, to ensure proper care and follow-up.

Professional Behavior

Throughout the program, students must demonstrate the same type of professional behavior that will be expected of them while working in the healthcare environment. Professional behaviors include, but are not limited to, compliance with the Ethical Standards of the Occupational Therapy Assistant, punctuality and attendance, personal responsibility and preparedness to learn, responsibility for facility maintenance and resources, and respectful communication appropriate for all audiences.

Basics for Student Success in the Program

- Students are expected to read and regularly refer to both the OTA Program Handbook and the St. Philip's College Catalogue. These manuals describe important school and program policies and procedures.

- Students are expected to attend **all** scheduled class sessions and remain in the class for the **entire** session. The only excuse for missing class is illness or family emergency. It is expected that students will notify the instructor **in advance** regarding a pending absence. Class attendance and participation may contribute to the final grade in each course.
- Students are expected to prepare for each class by reviewing notes, completing all readings/assignments, and proofread work before turning the assignment in to the instructor.
- **Text messaging, e-mailing, web-surfing, and using Facebook or other social media outlets are NOT allowed during class time.**
- Students are expected to engage in classroom discussions and lab activities. Limit extra conversations between class members.
- Students are expected to organize materials from each class and maintain/regularly update a calendar including due dates for assignments, meetings, fieldwork obligations, and appointments with faculty.
- Students are expected to respond to faculty email within **48 hours** during the regular semester.
- Students are expected to discuss any issue of concern directly with the **course instructor first, followed by the OTA Program Director.**
- Students are expected to maintain a clean and organized classrooms/laboratory environment.

Attendance

Each class syllabi provide specific requirements for attendance and obtaining excused absences. Attendance in Occupational Therapy Assistant classes, fieldwork and laboratory experiences is necessary in order to master the body of knowledge needed for safe clinical practice and adequate preparation for licensure. Therefore, students are expected to attend all course sessions, be punctual, and stay for the duration of the class, Level I and Level II fieldwork and laboratory experiences.

Any student who is absent from class or lab due to personal physical illness, serious illness or death of an immediate family member will be required to present documentation of the illness or death to make up any missed work.

Absences

Student absences will be recorded from the first day the class meets. Regular and punctual attendance in all classes, clinical, and laboratories is required. Students who are absent for any reason should always consult with the course instructor.

In addition, both tardiness and early departure from class are considered forms of absenteeism. Students will be held responsible for completion of course requirements covered in their absence. Any homework should be uploaded into canvas if the student is to be absent. Additionally, it is the student's responsibility to drop a course for non-attendance. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester are missed; this includes clinical time, lecture, and lab.

Students who stop attending class for any reason should contact the instructor and the college registrar for official withdrawal from the class. Students may be required to consult with an advisor or designee before dropping. Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a completed Withdrawal Form to

the Admissions and Records Office. If withdrawal is completed before final withdrawal dates, registration monies may be returned to the student.

Tardiness

Tardiness is a form of absenteeism, is disruptive and disrespectful to the class. A student who arrives 10 minutes late will be considered “tardy”. Leaving class or lab 10 minutes early is also considered an incidence of tardiness. Three “tardies” equal one absence. Unauthorized leaving of 30 minutes from the class will be counted as an absence. Students arriving late after attendance has been taken must notify the instructor after class to change the “absence” to a “tardy”.

- If at any time the student is unable to attend class or lab they must notify the instructor of record of the absence. Notification of intended absence will be made to the faculty email for class and lab absences.
- A student may be dropped from the program on the first absence **beyond** the maximum allowable for the class after roll is taken. If students are dropped from a class for lack of progress, the instructor will record a grade of “W” (Withdraw).
- Absences due to tardiness are defined in the following manner: missing more than 15 minutes of a 50-minute course or missing more than 30-minutes of a 2-hour course. This involves class time missed due to late arrival or leaving early.
- All official school holidays will be recognized by the program, however, students at a clinical site will follow the schedule of the clinic.

Records of Attendance

Records are kept as a point of reference.

Instructor Absence

When an instructor is unable to be present for his/her scheduled class, students will be informed as soon as possible as to whether the class is canceled or whether a substitute instructor will be there to assist them.

Study Strategies

Below is list of a variety of study strategies to support your success in the OTA program.

- **Develop a Daily Routine or schedule** – Become organized and use your time more effectively by Setting dedicated times for completing your daily routine, waking up, meals, time with family, studying, etc.
- **Reading** - Review the material and read only the headers, subheadings, and highlighted text. Write down the heading and then develop a question(s) related to the topics. Read the materials and answer your questions.
- **Take good notes**- Try to take your notes in outline form, dating each entry, write down anything your instructor writes on the board or identifies as important or necessary. Additionally, color-coded your class notes helps with organizing the information that you are learning. Be sure to highlight or color-code the essential information.
- **Review your notes every day** - Spend 30 minutes each day reviewing your notes—review materials

before the next class. Identify points of confusion and ask the instructor questions for clarity.

- **Concept or Mind mapping** - Visually organize information in a diagram or picture using keywords or main ideas and connect them directly to the central concept.
- **Acronyms and Mnemonics** – For a longer list of information, create a word, simple phrase, or fact to act as a prompt or cue.
- **Use flashcards**- Writing notes and definitions more than once will help imprint information in your memory. Write down important facts for a test. Be sure to quiz yourself every day.
- **Spaced practice**- Spacing out study sessions focus on one aspect of a particular topic for a short period on different days.
- **Alternate study locations**- Alternating your study location is a more effective way to retain information.
- **Get enough sleep**- Sleep is essential for brain function, memory formation, retaining information, and learning. During the sleep cycle, the brain organizes memories.
- **Exercise** – Exercising before studying releases endorphins and can improve cognitive function.
- **Listen to calming music** - listen to classical or instrumental music without lyrics.
- **Eliminate distractions** - Remove annoying background noise, silence your phone, avoid checking social media and email.
- **Fuel your brain** - For energy that is more focused and sustainable, snack on smart food such as fruits, vegetables, or nuts. Avoid sugary coffee and candy, as it can impact your blood sugar levels.
- **Join a study group**- Divide the work or topic amongst your peers and teach each other. Include debate and discussion of the material.
- **Become a teacher** - Explain the material in your own words; This can be done on your own, with a study partner, or in a study group. While explaining the material, use examples, and make connections between concepts or topics. Use your notes or resources initially, then present the material without notes.
- **Do not wait until the night before an exam or test to study**- studying the day or night before a test/exam leads to cramming, which is not an effective studying technique. Additionally, cramming can lead to increased test anxiety, stress, and nervousness.

Academic Policies and Procedures

Instructional Methods and Materials

Didactic material will be presented in lecture, discussion, and demonstration format. Whenever possible, instructional aides will be used in class. Faculty will utilize PowerPoint presentations, white board, models, videos, textbooks, experiential activities, and other instructional aides as deemed appropriate. Work may be completely individually, pairs, or in groups. Lab and some lecture courses may include role-playing or hands-on. The student should arrive in the classroom prepared to be an interactive component of the class, with ample note-taking materials and the appropriate textbook. Students should freely take notes, ask questions, and be attentive during each class.

Depending on the class/instructor, class notes will be made available from your instructor through the Alamo Colleges Canvas system. It is the responsibility of the students to have class notes available during class, if previously posted by the instructor.

Student Examinations

All examinations must be taken as scheduled unless other arrangements have been made with the instructor. If a student is sick or has an emergency with an immediate family member on the day of the test, they must notify the instructor by email. If the student sends a text or a message through the Remind app it must be followed up with an email.

Make-up Examinations

Make-up exams are at the **discretion** of the instructor. Refer to the course syllabus for further guidance on the class policy.

Late Work

Assignments submitted after the due date will be accepted **ONLY** at the discretion of the instructor. See appropriate class syllabus for specific requirements in each course.

Scholastic Dishonesty

In conjunction with The Student Code of Conduct, “scholastic dishonesty involving, but not limited to, cheating on a test, plagiarism and collusion” are a violation and will not be tolerated. Students practicing unethical behavior during examinations **may** be dismissed from the program. Unethical behavior may consist of copying another student’s work, using class notes or other written/verbal/recorded materials for assistance during an exam, using unapproved electronic/digital technology of any sort for assistance during an exam (text messages, etc.), copying written material from any printed source word for word, plagiarism, and collusion. Students may be subject to disciplinary proceedings resulting in an academic penalty or disciplinary penalty for academic dishonesty.

Pass/Fail Policy

A student who appears to be heading towards a failing grade (“D” or “F”) in a course will receive notification that his/her progress is thus far unsatisfactory. Instructors, in consultation with the program director, will provide students in this situation with the specific information presented on an Allied Health Department consultation form (Appendix C). The instructor and student will discuss and document an action plan to improve the student’s performance. The student and instructor will sign and receive a copy of this consultation form. The student’s signature does not indicate agreement with the statements made on the “Conference Form”, only that the student has had an opportunity to read the form and make comments. The consultation forms are written and placed in the student’s permanent file.

Student/Faculty Advising

- Students will be asked to meet with a full-time OTA faculty member each semester of the OTA academic coursework at St. Philip’s College.
- The student is responsible for scheduling this meeting within the first two weeks of the semester. (The actual meeting itself may occur later in the semester, but it must be *scheduled* within the first two weeks of the semester.)
- Students must also initiate a meeting with the instructor if they fail any course examination or lab practical/skills check.
- During the clinical rotations, the student will be assigned and have contact with a SPC faculty fieldwork liaison on a regular basis. Students may also contact the SPC faculty fieldwork liaison with questions while assigned to a clinic.

- Occupational therapy faculty is available for students according to office hours posted on the instructor's door schedule. The student should make an appointment with the individual instructor for OTA academic counseling, OTA coursework and fieldwork education, and/or student concerns.

Program Withdrawal, Suspension, Dismissal, and Readmission

Withdrawal/Readmission Procedure

A student who withdraws or fails from an occupational therapy course(s) must inform their instructor(s) and schedule a meeting with the program director. A consultation form will be completed that will include a formal letter explaining the reason for the withdrawal, a plan of action for re-entry and future success, and a deadline date for completion. The student must follow the school policies for withdrawal of courses. The census dates and the final withdrawal dates are listed in the syllabus for each course. Failure to comply with this procedure can result in the withdrawal being deemed an academic failure.

The last day to withdraw will be posted each semester in each course syllabus. Faculty will withdraw the student on the final grade form. It is the student's responsibility to go to the records and registration office to formally withdraw from the course. All signed forms must be in the admissions and records office by the designated date.

Voluntary Withdrawal

- The student who withdraws for catastrophic or personal reasons may request to continue **one time**.
- The student must return to the program the next time that the course(s) is/are being offered from which the student withdrew for automatic readmission.
- A written request petitioning for re-entry will be submitted by the deadline outlined in the consultation form to the Program Director and Fieldwork Coordinator and includes the following:
 - Identify specific goals and steps the student will take that will lead to success in future courses.
- Readmission is contingent on space availability.
- All students must adhere to the requirements that are in effect at the time re-admitted to continue with the occupational therapy curriculum.
- If the student fails to re-enter the program the next time the corresponding course(s) is/are taught, the student must submit a new application and will be considered among the new applicants to the OTA Program.
- A student voluntarily requesting withdrawal during full-time clinical assignments will receive a failure "F" for that clinical if withdrawal is after the final date to withdraw listed in the Syllabus.

Withdrawal from Program due to Course Failure

- A student who withdraws from a course due to the probability of receiving an F (or D) or who receives an F (or D) for any OTA course is considered to have failed one OTA course. This student may request re-admission **one time** and return and retake the course the next time that the corresponding course is being offered. **The student will be on probation until the program is completed.**

- A written request petitioning for re-entry will be submitted to the Program Director by the date stated on the consultation form and includes the following:
 - Identify specific goals and steps the student will take that will lead to success completing the course.
- In order to continue after readmission, a student must demonstrate proficiency, a grade of “C” (≥77%) or higher in all subsequent courses.
- If a re-admitted student fails a second course, they will be dismissed from the program and are ineligible for re-admission.
- Readmission is contingent on space availability.
- All students must adhere to the requirements that are in effect at the time they are re-admitted and continue within the occupational therapy curriculum.
- If the student fails to re-enter the program the next time the corresponding course is taught, the student must submit a new application for consideration into the program.

Withdrawal/Failure from Level II Fieldwork

- The student who has not failed any previous OTA course and withdraws/fails from Level II Fieldwork may request readmission **one time and will be on probation until the program is completed.**
- A written request petitioning for re-entry will be submitted to the Program Director and Fieldwork Coordinator two months before the fall semester begins and include the following:
 - Identify specific goals and steps the student will take that will lead to success in future placements.
- The Program Director and Academic Fieldwork Coordinator will review all OTA documentation and may require individualized provisions in the form of a remediation plan for the student to complete in addition to the letter before the students return to the program.
- A discussion with the Fieldwork Coordinator as to appropriate fieldwork sites for the failed/withdrawn sites will be completed.
- In order to continue after readmission, a student must demonstrate proficiency a grade of “C” (≥77%) or higher in all following courses. If a re-admitted student fails any course, they will be dismissed from the program and are ineligible for re-admission.
- Readmission is contingent on space availability.
- All students must adhere to the requirements that are in effect at the time they are re-admitted and continue within the occupational therapy assistant curriculum.

Students must complete all graduation and Level II fieldwork requirements within 18 months of completing the academic phase of the program.

Academic Probation

- If academic performance is weak or unsatisfactory, or there are unethical or serious inappropriate behavioral or conduct issues, the student will meet with the assigned faculty and OTA program director to discuss areas of concern. At this time, a “Consultation Form” will be completed and a plan of action to resolve the issue will be outlined. If the student resolves the issues and maintains a “C” (≥77%) in each Occupational Therapy Assistant class, lab, or clinical, that student will continue in the program. A student who continues may repeat any **one** Occupational Therapy Assistant course in which a failing grade was earned. A grade of “C” (<77%) must be maintained for all remaining OTA program courses. The student will be considered on probation until the completion of the program.

- If the student does not resolve the issue and fails any class, lab or clinical, that student may not be eligible to enroll in additional Occupational Therapy Assistant course work. According to the seriousness of the issue, after discussion with the Allied Health Chair, AOTA, or participating parties, the Program Director, and instructor may dismiss the student from the OTA Program and that student is ineligible to return to the OTA Program.
- The student will be ineligible for readmission in the OTA program if a failing grade is earned during the second attempt.

Program Dismissal with the Student Being Ineligible for Readmission to the Occupational Therapy Assistant Program

- A student failing (<77%) any two (2) Occupational Therapy Assistant courses in the program, either during one semester or repeat of any course.
- A student violating the District’s Student Code of Conduct (District Policy Manual FLB Local) or the Profession’s Code of Ethics.
- Falsification of written document and/or verbal communication.
- The following clinically oriented infractions (but not limited to) may constitute dismissal from the program:
 - Safety issues of any kind.
 - Leaving a patient unattended or an assigned area without notifying the Fieldwork Educator or staff therapist.
 - Charting or reporting false information.
 - Failure to perform assigned task(s) to completion.
 - Any action that may cause harm due to negligence or carelessness.
 - Excessive absences.
 - Student is asked to leave the clinical site by the Fieldwork Educator for just cause.

First offense: Incident will be documented in the student file with a consultation form. Student may be sent home and given an absence for that day. Depending on the severity and nature of the incident, students may be dismissed from the program on the first offense. The student will be considered on probation until the course is passed successfully.

Second offense: Student will be dismissed from the program.

Complaint Policy and Procedure

Student Professional Development Counseling

As stated in the college bulletin, the student is expected to recognize and accept his/her responsibilities while enrolled in the program. These include the respect for the rights of others, academic and personal integrity and adherence to federal, state and local laws. The student is also expected to abide by all college and program policies.

Any recognized misconduct will be recorded on the Allied Health Student Counseling Form (**see Appendix C**) and will be signed by the instructor, program director and student. The student’s signature does not indicate agreement with the statements made on the “Conference Form”, only that the student has had

an opportunity to read the form and make comments. The counseling forms are written and placed in the student's permanent file.

Occupational Therapy Assistant Complaint Process

The purpose of the student complaint procedure is to ensure students due process in the resolution of a complaint.

Student complaints may include (but are not limited to) issues regarding classroom instruction, other college services or offices. Grade disputes and discrimination issues are detailed below.

Step 1: Talk to the person involved as soon as possible to allow early resolution.

The student should first establish an appointment to discuss the concern with the instructor of record for classroom issues, the SPC faculty fieldwork liaison for clinical issues, or the college office most immediately involved. Both parties should collaborate in resolving the situation.

Step 2: Present complaint to the OTA Program Director or Academic Fieldwork Coordinator for Clinical Concerns

If, after trying the agreed upon options, the student is not satisfied with the progress made, present a written document identifying the issues and the steps taken and make an appointment to discuss the situation with the Program Director or Academic Fieldwork Coordinator.

Upon notification of complaint by the individual, the OTA Program Director or Academic Fieldwork Coordinator will review documentation of the complaint, policies of the program, College, and/or the affiliation site, as appropriate.

The OTA Program Director or Academic Fieldwork Coordinator may confirm the original solution or provide mediation to reach a mutually agreed upon solution. If the matter is not resolved, the process will follow in this order: Chair > Dean of Health Sciences > Vice President of Academic Affairs > President of the College > Chancellor > Board of Trustees.

Records of complaints are kept in a separate file, maintained in locked cabinets. If a written complaint is submitted to the Chairperson, the record is maintained in a locked cabinet in the Chairperson's Office.

The program may not retaliate against the student as a result of filing a complaint.

Academic Grievance Policy

Faculty are responsible for classroom management, teaching strategies, testing, and evaluation of student performance. At academic institutions, conflicts may develop within the educational process that require academic intervention using the academic grievance process. When student complaints cannot be resolved through informal interaction with a faculty member or department chair, students are directed to follow the college's academic grievance procedure by filing a Student Academic Grievance form, available from the department chair. Students are encouraged to use the academic grievance process only when there is clear and convincing evidence that a faculty member has treated the student unfairly, arbitrarily, or capriciously. The academic grievance procedure allows for unresolved complaints to continue moving from student to instructor to department chair to dean until a consensus is reached or a final decision affirming or denying the grievance is made by the appropriate dean. The [SPC Student Handbook](#) (pp. 32-35) explains the process in greater detail.

Non-Academic Grievance Policy

The non-academic grievance policy provides a remedy for students who believe they have been the object of unjust treatment by an employee of the Alamo Colleges. Students who think they have been treated unjustly may file a grievance in order to seek resolution. The [SPC Student Handbook](#) (pp. 37-40) explains the process in greater detail.

General Information

Allied Health Student Counseling

As stated in the [SPC Student Handbook](#), the student is expected to recognize and accept his or her responsibilities while enrolled in the program. These include respect for the rights of others; academic and personal integrity; and adherence to federal, state, and local laws. The student must also abide by all college and program policies. Any misconduct will be documented and acknowledged by the signature of the instructor, program director, and student.

Change of Name, Address, and/or Telephone Number

- It is the responsibility of the student to notify, in writing, the program director of any change in their status.
- This information is kept confidential and is not given to another party without consent (verbal or written) from the student.

Electronic Devices in the Classroom

As stated in the St. Philip's College Student Handbook, the student is expected to show respect for others when using cell phones. Students are required to silence and store out of sight all electronic communication devices such as cellular phones, PDAs, computers, etc. when in classrooms, laboratories, libraries, clinics, or other areas where such devices would interfere with instruction and learning. Returning text messages will be done during breaks or lunch.

Academic Courses

A syllabus and calendar will be available to the student within ACES for each occupational therapy assistant course prior to and/or the first day of class. The evaluation and grading criteria will be identified within each course syllabus and class dates and assignments will be stated on the calendar. The calendar may be located in the course canvas shell.

Graduation

To be awarded a degree or certificate, students should request preparation of a degree plan and file an Application for Graduation Form during the date specified by the graduation committee of the final spring semester of the program. There is no graduation fee; the caps, gown, and diploma will be provided. Specific St. Philip's College requirements are detailed at: <http://alamo.edu/spc/graduation/>

The Occupational Therapy Assistant (OTA) Program Director monitors and confirms that the student meets all OTA academic and fieldwork requirements. Students must complete all graduation and Level II fieldwork requirements within 18 months of completing the academic phase of the program.

Human Subject Policy

Students in the Occupational Therapy Assistant (OTA) Program are entering a profession that requires touch and manipulation of the musculoskeletal system and use of physical agent modalities. Throughout the education and training in the OTA program students will be required to apply occupational therapy procedures and techniques on each other and instructors during lab classes.

St. Philip's College faculty may also apply these procedures and techniques. All laboratory procedures and techniques are intended for educational purposes and shall be applied in a respectful and dignified manner. If the student has a condition that would impede the use of physical agent modalities or any other procedure or technique, it is the student's responsibility to advise the faculty so that proper precautions can be made. The student signs an agreement to the above and this agreement is kept in their student file.

Classroom Attire

Students must dress appropriately for classes. In the classroom, students will wear professional attire. Acceptable attire consists of a short- or long-sleeve polo-type shirt, button-down dress shirt/blouse, or pullover crew neck sweater; Docker-style or dress pants (khaki, gray, black, or navy) that are not denim and do not resemble jeans; athletic shoes (preferably a solid, conservative color) or closed-toe, closed-heel shoes of a conservative color with a non-skid sole. Scrubs are also acceptable. Regardless of the choice of attire, all items should be clean and in good repair. Attire must respectfully cover all essential body parts when reaching, bending, or kneeling. Clothing will also cover all visible tattoos.

Field trips, health fairs, and presentations will require specific attire. When necessary, this will be explained to the student beforehand. Again, clothing will cover all visible tattoos.

Lab Attire

Students in the Occupational Therapy Assistant (OTA) Program will wear royal blue scrubs to labs with the program logo embroidered on the left side. In order to practice palpation skills, apply physical agents, or perform exercises, students may need to wear clothing that is loose fitting and comfortable or that will expose the limbs appropriately. Loose shorts, sweatpants, and tank tops/sports bra should be worn or brought to all lab classes. In addition, closed-toe shoes appropriate for the lab activities must be worn. Hair should be kept in a hair tie and jewelry should be modest.

Student ID Badge

Students will receive a badge from SPC during their first semester. Student ID badges should be worn at all times in plain view at chest level while at the fieldwork site.

In Class Eating, Drinking, and Smoking Policy

- Drinking water from a closed container (tumbler) is allowed during class or labs.
- Eating during class time is prohibited. Unless it is allowed by the instructor in the classroom/labs when it is a class activity.
- St. Philip's College is a tobacco free, non-smoking institution.
- Students may request authorization to eat in the classroom during non-class time, when available.
- Students are responsible for keeping the classrooms, kitchen, and appliances clean. The privileged may be revoked if the classrooms are not kept clean. Classrooms should be cleaned 15 minutes prior to the next class start time.

Child Care

- Students need to make arrangements prior to class, lab, and clinical for the care of their children.
- Children are not allowed in the classroom.

Photography, Videography, or Other Recording

St. Philip's College sometimes uses photographs and videotapes of students for publication, educational purposes, and/or advertisements promoting the Alamo Colleges. If students agree to be photographed or videotaped, they must sign the college's personal release form provided by the Occupational Therapy Assistant faculty. Students also agree to obtain permission before recording one another or faculty. Students will acknowledge this agreement by signing the Photography, Videography, or other Recording: Release and Agreement form located in the appendix of this handbook.

Inclement Weather

In regard to attendance during bad weather, you are asked to use your judgment on whether or not you can safely get to the school. Students should listen to a local radio or television station, access the Alamo Colleges homepage <https://www.alamo.edu/spc/about-spc/compliance/emergency-information/alamo-alert/> or call the district weather hotline at **(210) 485-0189** for an announcement stating if the campus is opened or closed. Students will not be expected to report to the clinical site if St. Philip's College cancels classes due to inclement weather. However, the student is still expected to notify the clinic site. If classes are cancelled but the road/weather conditions are conducive to driving to the clinical site, or the student is already there, the student may choose to stay or leave early, with the Fieldwork Educator's permission. If St. Philip's College classes are not cancelled and a student cannot make it to the clinical site due to weather, the student will be expected to make-up the absence. Whether St. Philip's College cancels class due to weather or a student is unable to make it to a clinic due to inclement weather, the student will still be expected to comply with the required total number of clinical hours.

Occupational Therapy Assistant Student Records

Student OTA records are kept in a locked file in the Occupational Therapy Assistant Department Office. Records are also maintained via password protected data management cloud-based program. Documents included in the occupational therapy assistant student's records are:

1. Admission data
2. Transcripts
3. Fieldwork/Clinical Placement & Evaluation Tools
4. Immunization, health insurance, and CPR documentation
5. Specific information regarding the individual student
6. Continuation agreements and counseling forms

Provisions are made for the protection of records against loss/destruction and/ or invasion of privacy. Records are kept for five years in the Occupational Therapy Assistant Department. Upon graduation, records will be retired in a locked file cabinet in the supply room.

St. Philip's College Student Rights and Support Services

*NOTE – Due to COVID-19, most student support services are available only remotely. Should you require assistance, it is best to call ahead or check the office's website.

Confidentiality

The Family Educational Rights and Privacy Act (FERPA) afford all students certain rights with respect to their educational records. The college and program abide by this law and will not disclose any information about the student or his/her academic performance with any other person unless the student gives written permission. Further information about this policy can be found in the St. Philip's College Student Policy Manual.

The OTA student is also expected to follow confidentiality (HIPPA) in providing patient care at any healthcare facility assigned by the Fieldwork Educator as part of a designated course of study. The student may not access, use, disclose or reproduce any confidential patient information other than for the strict purposes outlined in the student's clinical duties and at the discretion of the Fieldwork Educator. All identifying information must be blacked out, if copies are allowed. The student agrees to this policy by signing the Confidentiality Agreement located in **Appendix D**.

Disability/Educational Support Services

If you are a special-needs student, you may qualify for facilitating services, extended test time, oral testing, or other accommodations. It is your responsibility to inform each instructor if you are a qualified special-needs student and wish to take advantage of those services. Per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if accommodation is needed, the student must contact Disability Services in the Sutton Learning Center, room 102. They may also be reached at 210-486-2411, and their website is <https://www.alamo.edu/spc/experience-spc/current-students/safe-space/disability-services/>

Tutoring and Technology Assistance

The Educational Support Services Computer Laboratories consist of networking computer workstations, file servers, printers, and a range of software designed to provide academic support to students. The computer labs are in the Center for Learning Resources (CLR – otherwise known as the library). The open lab is on the second floor, and the Tutoring and Technology (TnT) Center is on the third floor.

Student Financial Services

Students requiring financial assistance may seek help from the Office of Financial Aid, which is in the Welcome Center. The phone number is 210-486-2600. The main website for financial aid for the district is <https://www.alamo.edu/admission--aid/paying-for-college/financial-aid/>. Available scholarships are listed on the St. Philip's College website (<https://www.alamo.edu/spc/admissions/pay-for-college/scholarships/>). Another resource would be the Minnie Stevens Piper Foundation, www.mspf.org. This is a free scholarship clearinghouse.

The Alamo Colleges Student Contact Center is available to assist students with Admissions, Academic Advising, Business Office, Student Financial Aid, and Continuing Education. The Student Contact Center can be reached weekdays from 0800-1700 at 210-212-5266 or toll-free at 1-844-202-5266. The Student Financial Aid Office can also be reached by e-mail at dst-sfs@alamo.edu *.

Library

The library (Center for Learning Resources or CLR) provides reference materials, study carrels, and viewing rooms. In addition, students have access to audio and videotapes, slide/tape presentations, and computer-assisted information. Occasionally, instructors place books or readings on reserve status. These items will be held at the checkout desk. Coin-operated copy machines are also available for student use. The phone number for the CLR is 210-486-2330, and the website is <https://www.alamo.edu/spc/experience-spc/current-students/student-resources/library/>.

Due to COVID-19, the CLR is closed; however, remote library services are available through the “Menu” link at the top, right-hand side of any St. Philip’s College webpage.

Veterans' Affairs

The Office of Veteran Affairs assists students receiving educational support under one of the public laws for veterans and their dependents. Students using Veteran Affairs benefits should contact the Veteran Affairs Office before registration to obtain information. They are located in room 205 of the Welcome Center and may be reached via phone at (210) 486-2111. The website is

<https://www.alamo.edu/spc/admissions/specific-populations/military-dependents/veteran-affairs/>.

Rose Thomas Writing Center

The Rose Thomas Writing Center offers a free, walk-in service that is very helpful when writing research papers. They are open for face-to-face tutoring but will also provide writing resources. They are located in the Clarence Windzell Norris Building, Room 317. The number is 210-486-2625. The website is

<https://www.alamo.edu/spc/academics/academic-resources/tutoring-centers/writing-center/>.

Student Health Center

Students may receive minor first aid assistance, over-the-counter medications, health information, and referral to community services for medical, dental, family planning, STD, HIV, mammogram, and pregnancy testing in the college nurse's office in the Sutton Learning Center (SLC), Room 127. The phone number is 210-486-2222. The website is

<https://www.alamo.edu/spc/experience-spc/current-students/student-resources/student-health-center/>.

Health and Fitness Center

Students can enroll in intramural and extramural activities. During open hours, students can use the swimming pool, aerobic exercise equipment, weight machines, free weights, and the gym. Their website is <https://www.alamo.edu/spc/experience-spc/current-students/student-resources/fitness-center/>.

Counseling Resource Center

Welcome Enrollment Center (WEC) 106L 210-486-2333):

Trained and licensed staff can guide you in personal, social, educational and/or psychological matters. Counseling Services offers a wide range of professional counseling services with licensed professional

counselors such as free individual counseling for personal problems, support groups addressing such issues as single parenting, rape/incest survivors, and family violence.

<http://www.alamo.edu/spc/counseling-services/>

Information concerning local services for childcare and emergency services is Child Care Services – United Way, Bexar County General Assistance, Catholic Charities 222-1294, St. Peter & Joseph 531-8555. SPC students, faculty and staff are given priority at the SPC Child Care Center, 210-486-2500 or 210-486-2501. <http://www.alamo.edu/spc/child-dev-center/>

Emergency Information

Campus Police personnel at the St. Philip's College may be contacted for emergency and non-emergency situations. Any incident involving criminal activity, violations of St. Philip's College policies, or security concerns should be reported to Campus Police immediately.

If needed, escort services are available for anyone needing assistance to their vehicle. Contact the campus' non-emergency number for more information.

Who to Call	Phone Number
EMERGENCY	210-485-0911
Using a Campus Phone	210-485-0911
24-Hour Dispatch	210-485-0099
MLK Campus Police	210-485-0099
Southwest Campus Police	210-485-0099
Weather Line	210-485-0189

Non-Discrimination Policy

The Alamo Colleges do not discriminate on the basis of race, religion, color, national origin, sex, age, or disability with respect to access, employment programs, or services. Inquiries or complaints concerning these matters should be brought to the attention of: Linda Boyer-Owens, Associate Vice Chancellor of HR and Organizational Development, 210/485-0200. Address: Human Resources Department, 2222 N. Alamo St. San Antonio, Texas 78215.

If a student believes he/she has been discriminated against based on any of these categories, he/she may file a grievance according to the procedure as outlined in the St. Philip's College student handbook.

Tuition and Tuition Refund

The tuition and fee schedule for the occupational therapy assistant student is the same as for regular college students. Students are charged tuition and fees based on their residency classifications at the time of registration. The tuition and fee schedules are based on semester hours.

Students officially dropping or withdrawing from courses at the Alamo Colleges will have their tuition refunded, which is calculated according to the student's withdrawal date. The tuition refund schedule is subject to change without notice.

Tuition and fees are subject to change by the Texas State Legislature and the Alamo Colleges Board of Trustees. See the current e-catalog to determine current tuition, fees and refund information. <http://myspccatalog.alamo.edu/index.php>

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ALAMO COLLEGES DISTRICT
St. Philip's College



APPENDICES

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APPENDICES

(in detail)

- A. Campus Map - [Map](#)
- B. Emergency Procedures - [Emergency Procedures](#)
- C. Forms requiring OTA student acknowledgment and signature
 - 1. Student Statement of Commitment to OTA Education
 - 2. St. Philip's College Student Commitment to Success
 - 3. Lab Participation Release Form
 - 4. Confidentiality Agreement and Health Insurance Portability and Accountability Act (HIPAA) Training Acknowledgement
 - 5. Clinical Practice Reimbursement and Indemnification Agreement
 - 6. Photography, Videography, or other Recording: Release and Agreement
 - 7. Student Information Form
 - 8. Statement of Understanding OTA Handbook
 - 9. Withdrawal from OTA Program – Official Letter Template
 - 10. Application for Readmission to the OTA Program – Official Letter Template

Appendix A - SPC MLK Map



ALAMO COLLEGES DISTRICT
St. Philip's College

SPC MLK CAMPUS MAP

1801 Martin Luther King Drive
San Antonio, Texas 78203
(210) 486-2000



*Campus police can issue a temporary parking permit for visitors. For more information call campus police at (210) 485-0099.

Updated by SPC-PR, 04/7/2021

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Watson Fine Arts Center (WFAC) 2. Applied Science Building (ASB) 3. Grounds Building (GB) 4. Continuing Education (CEB) 5. Maintenance (M) 6. Central Plant (CP) 7. Health and Fitness Center (HFC) 8. Welcome Center (WEC) Center for Health Professions (CHP) Center for Learning Resources (CLR) 9. William C. Davis Science Building (SCI) 10. Sutton Learning Center (SLC) 11. Clarence Windzell Norris (CWN) 12. Campus Center (CC) 13. Turbon Student Center (TSC) | <ol style="list-style-type: none"> 14. Bowden (BOWD) 15. Electrical Plant (EP) 16. Campus Police (DPS) 17. Learning and Leadership Development Center (LLDC) 18. Child Development Center (CDC) 19. Tennis Courts 20. Good Samaritan Veterans Outreach & Transition Center
Located at 202 Connelly St. 21, 22, 23. Portable Buildings 24. Tourism, Hospitality, and Culinary Arts (THCA) 25. Health and Wellness Building (HWB) 26. Saint Artemisia Bowden Building (SAB) |
|--|--|

Appendix B – Emergency Procedures

Emergency Information

At St. Philip's College safety is our number one priority as we focus on a safe academic environment. Communication in the middle of a crisis is crucial to helping the campus community reduce risk.

This page will provide student, faculty and staff with alerts and information updates as necessary.

Campus Police

The mission of the Alamo Colleges Police Department, through a high level of proficiency, is to provide a safe environment in which all members of District community may work, teach, study and learn.

For additional information visit the [Campus Police](#) page.

Emergency Phone Numbers

Campus Police personnel at the St. Philip's College may be contacted for emergency and non-emergency situations. Any incident involving criminal activity, violations of St. Philip's College policies, or security concerns should be reported to Campus Police immediately.

If needed, escort services are available for anyone needing assistance to their vehicle. Contact the campus' non-emergency number for more information.

Who to Call	Phone Number
EMERGENCY	210-485-0911
Using a Campus Phone	5-0911
24-Hour Dispatch	210-485-0099
MLK Campus Police	210-485-0099
Weather Line	210-485-0189

Emergency Procedures

St. Philip's College has emergency procedures that provide focus and direction for faculty, staff, students, and visitors. In the event of an emergency, the best way to prevent injury to yourself and others is to be prepared. For a quick reference of emergency procedures, download our [Emergency Procedures Guide](#).

Contact Information

Non-Emergency Number

210-485-0099

24-Hour Dispatch

210-485-0099

Weather Line

210-485-0189

Emergency Contact Information**Fax****Emergency Number**

210-485-9869

210-485-0911

Appendix A – Program Forms



ALAMO COLLEGES DISTRICT
St. Philip's College

Occupational Therapy Assistant Program

**STUDENT STATEMENT OF COMMITMENT TO OCCUPATIONAL
THERAPY ASSISTANT EDUCATION**

I have completed the New Student Orientation for the St. Philip's College Occupational Therapy Assistant Program and will commit to completing the program, obtaining state licensure as a occupational therapy assistant, and gaining employment in the profession of occupational therapy. I am aware of the professional expectations, as well as attendance and participation requirements that may include activities outside of regularly scheduled courses. I agree to organize work and personal obligations so that they do not interfere with curricular and co-curricular activities in the program. I further understand that the St. Philip's College and the Occupational Therapy Assistant Program academic calendars may differ occasionally and will verify the class schedule before planning any work or personal activities.

Additionally, I affirm that I will complete the CPR certification, criminal background check, drug screening, and all immunizations by the due dates set by the Occupational Therapy Assistant Program. I understand that if I am unable to agree to these terms, my conditional acceptance into the program will be withdrawn, and I will not be eligible to initiate the program in Fall 20____.

Printed Name: _____

Signature: _____ Date: _____

St. Philip's College

Student Commitment to Success

The Faculty and Staff of St. Philip's College challenge students to be the best they can be!

1. I will take initiative in my education. Because I want to succeed in this course, I will carefully read and follow my course syllabus. I also understand that the course syllabus may include expectations beyond those stated in this commitment.
2. I will support my success by ensuring that I have timely access to the required resources for the class, including textbooks and other materials as listed on the course syllabus. If I have trouble getting these resources, I will consult with the instructor and other campus support services for help.
3. I understand that a respectful environment allows for a healthy exchange of ideas and opinions and encourages personal growth. As part of my commitment to success, I will respect others and avoid talking, texting, answering my phone, and other disruptive behaviors in class.
4. Completing assignments on time demonstrates organization, time management, a solid work ethic, and a willingness to learn. Because I am serious about my education, I will strive to submit all assignments by the assignment due date and be aware of the instructor's policies regarding submission deadlines and options. I also understand that my classes may require several hours of independent studying per week.
5. If I don't understand something, I will ask for my instructor's help, and I will apply the necessary time and energy to master the class material. I will also use other campus resources, such as the Tutoring and Technology Center, the Center for Learning Resources, the Rose R. Thomas Writing Center, the Dr. Lanier E. Byrd Sanctuary, and MathWorld, as a supportive network to ensure my academic success.
6. Because the college and my instructor will share important information via e-mail, I will check my ACES and/or Canvas e-mail regularly and communicate with college personnel using my St. Philip's College student e-mail account.
7. To ensure my success and to follow college policy, I will go to the instructor with any concerns or questions that I may have about the class. If that discussion does not resolve my concerns, I will then take my concerns to the department chairperson.
8. I want to be proud of the work that I do and the college credit that I earn. Because plagiarism and cheating are unethical and often illegal, I will submit work that is properly documented and solely mine. I understand the college's commitment to academic integrity, as stated in the [Student Handbook](#) and the [Student Code of Conduct](#).
9. I want to be the best student I can be! I will read the [Student Handbook](#) and the [Student Code of Conduct](#) and abide by them to make St. Philip's College a better place for everyone.

My name is (please print): _____ and I **AM** St. Philip's College!

Student signature: _____ Date: _____

Course and Section: _____ Instructor: _____



Occupational Therapy Assistant Program

**OCCUPATIONAL THERAPY ASSISTANT
LAB PARTICIPATION RELEASE FORM**

I understand that I am enrolled in a profession that requires touch and manipulation of the musculoskeletal system and the use of physical agent modalities. Throughout my education and training in the Occupational Therapy Assistant Program, I will be required to apply occupational therapy procedures and techniques on fellow students and St. Philip's College faculty, as well as occupational therapy professionals and patients in the community.

I also understand that all laboratory procedures and techniques are intended for educational purposes and shall be applied in a respectful and dignified manner. After being made aware of contraindications against and possible side effects of these procedures and techniques, I will notify the course instructor of my concerns about participating in any laboratory procedures so that any necessary accommodations may be made.

I am responsible for understanding the theory and application regarding physical agent modalities and other treatment techniques and procedures and applying them to others or allowing them to be applied to me.

Printed Name: _____

Signature: _____ Date: _____



Occupational Therapy Assistant Program

**CONFIDENTIALITY AGREEMENT AND HEALTH INSURANCE
PORTABILITY AND ACCOUNTABILITY ACT (HIPAA) TRAINING
ACKNOWLEDGMENT**

This confidentiality agreement (hereinafter referred to as Agreement') is entered into by _____ (hereinafter referred to as "Education Participant").

Education Participant, a student of St. Philip's College, in providing patient care at any healthcare facility assigned by the Academic Fieldwork Coordinator of Clinical Education as part of a designated course of study to obtain clinical educational experience will have access to and review confidential patient information maintained in electronic and/or paper form by the assigned healthcare facility.

Education Participant agrees not to access, use, disclose, or reproduce any confidential patient information for any purpose other than as specifically permitted pursuant to student duties.

Education Participant further agrees to use appropriate safeguards to prevent access, use, disclosure, or reproduction of confidential patient information other than as provided herein. Nothing herein shall preclude Education Participant from making available to a patient his or her confidential patient information.

Upon completion of his/her clinical educational experience, Education Participant agrees to return to the assigned healthcare facility any confidential patient information or reproductions thereof in Education Participant's possession.

Education Participant acknowledges that he/she has received HIPAA training as a portion of his/her educational experience prior to being assigned to specific healthcare facility.

Education Participant acknowledges and understands that unauthorized access, use, disclosure, or reproduction of any patient information in violation of assigned healthcare facility data policy or in violation of this Agreement will authorize the assigned healthcare facility to prohibit Education Participant from providing any patient care on said healthcare facility premises. Education Participant further understands that certain unauthorized disclosure of patient information is punishable by fines and penalties imposed by federal and state law(s).

(continued, over)

Education Participant acknowledges and understands that if Education Participant is granted specific computer system(s) access based on the nature and scope of Education Participant's assignment. Education Participant is prohibited from accessing or attempting to access any computer system(s) in a manner that violates the healthcare facility data policy or is not consistent with Education Participant's specifically assigned user rights.

Education Participant further agrees to indemnify and hold harmless the assigned healthcare facility for any liability, expense, or loss, including damages, exemplary damages and reasonable attorneys' fees, which may be incurred by the healthcare facility as a result of any unauthorized disclosure of confidential patient Information to any third party by Education Participant.

Upon request, Education Participant agrees to make available Education Participant's internal practices, books, and records relating to use and disclosure of protected health information to the Secretary or an employee of the Department of Health and Human Services.

Education Participant agrees that in the event any amendments or corrections are made to the patient's protected health information such amendments or corrections will be incorporated into such records in Education Participant's possession.

I HAVE READ AND FULLY UNDERSTAND THIS AGREEMENT.

Education Participant Name: _____

Signature: _____ Date: _____



Occupational Therapy Assistant Program

CLINICAL PRACTICE REIMBURSEMENT AND INDEMNIFICATION AGREEMENT

Alamo Community College District (the "District") is allowing the undersigned student (the "Student") to participate in one or more clinical practice rotations at one or more health care facilities (the "Program") as part of the Student's curriculum. The District has potential liability to such health care facilities based upon the actions and behavior of the Student. In order to induce the District to allow the Student to participate in the Program, the Student hereby agrees as follows:

1. Property Damage. In the event that the District must pay any amount to any health care facility because the Student negligently damages any property of any health care facility, including but not limited to, medical equipment, the Student hereby agrees to reimburse the District for any amounts so paid.
2. Confidential Information. In the event that the Student discloses any confidential patient information to an unauthorized party, and in the event that the District must pay amounts to any health care facility or any other person or entity in connection therewith, the Student hereby agrees to reimburse the District for any amounts so paid;
3. Negligence. The Student hereby agrees to reimburse the District for any and all costs and expenses, which may be incurred by the District which are caused, in whole or in part, by the misbehavior or negligence of the Student and which are related in any way to the Program.
4. Health Insurance. The Student hereby represents to the District that the Student is covered by health insurance for treating any injuries which the Student may experience at any of the health care facilities, and for treating illnesses that the Student may contract while present at any of the health care facilities.
5. Treatment for Injury and Illness. The Student hereby agrees to pay any health care facility for any treatment provided to the Student due to injury or illness experienced by the Student while at any of the health care facilities, and hereby agrees to reimburse the District for any amount paid by the District to any health care facility for health care provided to the Student.
6. Risk of Exposure. The Student understands that a risk of exposure to blood, body fluid pathogens, stray radiation, and other potentially harmful agents is associated with the Student's clinical experience, whether or not the same includes a lab rotation.

(continued, over)

7. Indemnification. The Student hereby agrees to indemnify and hold harmless the District and its trustees, employees, agents, and volunteers (collectively, the "Indemnitees") from all claims, causes of action, liability, costs, and expenses which are related to, arise from, or are connected in any manner with actions taken or omissions made by the Student, except to the extent caused by any of the Indemnitees.

8. Release. The Student hereby agrees to and does hereby release the District and its trustees, employees, agents, and volunteers from any and all claims and causes of action which the Student may have now, or may have in the future, whether or not the same may be ascertained at this date, relating to, or arising from, or connected in any manner with, the Student's participation in the Program.

DATED and EFFECTIVE as of the _____ day of _____ 20_____

Signature of Student: _____

Printed Name of Student: _____



Occupational Therapy Assistant Program

**PHOTOGRAPHY, VIDEOGRAPHY, OR OTHER RECORDING: RELEASE
AND AGREEMENT**

_____ I authorize the Alamo Colleges District, St. Philip's College, and the Occupational Therapy Assistant Program to use my photograph or video for publications and/or advertisements promoting the Alamo Colleges.

OR

_____ I **DO NOT** wish for the Alamo Colleges District, St. Philip's College, or the Occupational Therapy Assistant Program to use my likeness for publications and/or advertisements. I understand that it is my responsibility to ensure I am not placing myself in position to be photographed or videotaped.

AND

_____ I agree that I will first request and obtain permission from fellow classmates or faculty prior to recording them or their activities by any means.

I further authorize the Alamo Colleges to use my photograph for publications and/or advertisements promoting the program or the colleges.

Student's Signature _____ Class of 20_____

Student's Name Printed _____

Date _____



Occupational Therapy Assistant Program

STUDENT INFORMATION FORM

The following information is used for required reporting to the Accreditation Council of Occupational Therapy Education or the Texas Higher Education Coordinating Board. Data regarding age, race, or gender is not released about you individually, but is used to describe your cohort collectively. Your Social Security Number is stored securely on this form only, is maintained in a locked cabinet behind two locked doors and is only accessible by authorized personnel. This form will be shredded five years after your graduation date.

Name							
SSN				Banner ID			
Date of Birth MM/DD/YEAR			Age		Gender		
Ethnicity/Race	American Indian/Alaskan Native						
	Asian						
	Black or African-American						
	Hispanic/Latino of any race						
	Native Hawaiian/other Pacific Islander						
	White						
	Other						
	Decline to report						
List any Previous Degrees Earned	Type		School			Year Graduated	
	High School						
	Associate						
	Bachelor						
	Master						
Email Address	Personal			School			
Phone	Home			Mobile			
Address					Texas		
	Street			City	State	Zip	

Legal Considerations

This State of Texas Act takes effect September 1, 2017.

NOTICE TO ALL APPLICANTS AND ENROLLED STUDENTS:

Applicants and enrollees in certain educational programs could face consequences of **any criminal conviction** on eligibility for an occupational license. (Enacted by the legislature of the State of Texas: Section 1. Chapter 53, Occupations Code, is amended by adding Subchapter E to read as follows:

SUBCHAPTER E. NOTICE OF POTENTIAL INELIGIBILITY FOR LICENSE Sec. 53.151.

DEFINITIONS. Section 53.001, in this subchapter, "licensing authority" and "occupational license have the meanings assigned to those terms by assigned to those terms by Section 58.001.

Sec. 53.152. NOTICE BY ENTITIES PROVIDING EDUCATIONAL PROGRAMS.

(a) An entity (St. Philip's College) that provides an educational program to prepare an individual for issuance of an initial occupational license shall notify each applicant to and enrollee in the educational program of:

- (1) the potential ineligibility of an individual who has been convicted of an offense for issuance of an occupational license on completion of the educational program;
- (2) the current guidelines issued under Section 53.025 by any licensing authority that may issue an occupational license to an individual who completes the educational program;
- (3) any other state or local restriction or guideline used by a licensing authority described by Subdivision (2) to determine the eligibility of an individual who has been convicted of an offense for an occupational license issued by the licensing authority; and
- (4) the right to request a criminal history evaluation letter under Section 53.102. (b) The entity shall provide the notice required under Subsection (a) to each applicant and enrollee regardless of whether the applicant or enrollee has been convicted of an offense.

What is an "Occupational License?"

An "occupational license" is a license, certificate, registration, permit, or other form of authorization required by law or rule that must be obtained by an individual to engage in a particular business or occupation.

What is a "Licensing Authority?"

A "licensing authority" is a state agency or political subdivision that issues an occupational license. **Your student rights:**

All applicants and enrolled students have the right to request a criminal history evaluation, per Texas Occupations Code, Sec. 53.102.

An individual may request a licensing authority to issue a criminal history evaluation letter regarding the person's eligibility for a license issued by that authority if the person:

(1) is enrolled or planning to enroll in an educational program that prepares a person for an initial license or is planning to take an examination for an initial license; and

(2) has reason to believe that the person is ineligible for the license due to a conviction or deferred adjudication for a felony or misdemeanor offense.

The request from the licensing authority will state the basis for the person's potential ineligibility.

For the Occupational Therapy Assistant program, graduates are eligible to test for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT), available at <https://www.nbcot.org/en/Contact> . After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). A practitioner may not work in the State of Texas without a license. Once nationally certified, the individual is eligible to apply to the Texas Board of Occupational Therapy Examiners (TBOTE) for a license to practice in the State of Texas, available at, <http://www.ptot.texas.gov/page/home> . Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Sec. 53.153. REFUND AND ORDERED PAYMENTS.

A licensing authority that determines that an entity regulated by the licensing authority has failed to provide the notice required by Section 53.152 to an individual entitled to receive the notice and that the individual's application for an occupational license for which the entity's educational program prepares the individual was denied because the individual has been convicted of an offense shall order the entity to:

(1) refund the amount of any tuition paid by the individual to the entity; and

(2) pay to the individual an amount equal to the total of the following, as applicable:

(A) the amount of any application fees paid by the individual to the licensing authority; and

(B) the amount of any examination fees paid by the individual to the licensing authority or an examination provider approved by the licensing authority.

SECTION 2. Section 53.152, Occupations Code, as added by this Act, applies only with respect to:

(1) an individual who is enrolled in an educational program subject to that section on or after the effective date of this Act; and

(2) an applicant for enrollment in an educational program subject to that section who applies for enrollment in the program on or after that date.

SECTION 3. This Act takes effect September 1, 2017.

Signature: _____ Date: _____

Printed Name: _____ Class of 20_____



STATEMENT OF UNDERSTANDING SPC OTA STUDENT HANDBOOK

I acknowledge that I have read the St. Philip's College Occupational Therapy Assistant Program Student Handbook.

I agree to abide by the policies and procedures outlined in the Occupational Therapy Assistant Program Student Handbook as well as the policies, procedures, and rules of the Alamo Colleges and St. Philip's College. I have also reviewed the St. Philip's College Student Handbook.

I have been made aware of the emergency procedures of the Program and the College.

Signature: _____ Date: _____

Printed Name: _____ Class of 20_____

Withdrawal from Occupational Therapy Assistant Program – Official Letter Template

(Date)

Program Director
St. Philip’s College Physical Therapist Assistant Program
1801 Martin Luther King Dr.
San Antonio, TX 78203

Dear Mr./Ms. XXXXXX:

After much deliberation, I wish to withdraw from the Occupational Therapy Assistant Program, effective (date).

(Explain the circumstances prompting the decision to request withdrawal. Provide documentation in separate attachments if necessary.)

I understand that should I desire to re-enter the program; it will be on a space-available basis and that I must do so within one year, or I will be required to submit a new application package. I further understand that I must contact the program director for readmission in accordance with the following timing:

- Fall semester readmission
 - phone/e-mail contact with program director stating intent to re-enter no later than April 20
 - formal letter requesting readmission postmarked no later than May 1
- Spring semester readmission
 - phone/e-mail contact with program director stating intent to re-enter no later than September 20
 - formal letter requesting readmission postmarked no later than October 1

Please contact me via the information below if you need further information to complete my withdrawal.

Thank you for your time and consideration.

(Signature)

Name
Banner ID
Your Street Address
City, State, Zip
Email Address
Phone Number

Application for Readmission to Occupational Therapy Assistant Program – Official Letter Template

(Date)

Program Director
St. Philip’s College Occupational Therapy Assistant Program
1801 Martin Luther King Dr.
San Antonio, TX 78203

Dear Mr./Ms. XXXXXX:

I am hereby requesting consideration for readmission into the Occupational Therapy Assistant Program, effective (date).

[The student will explain how the conditions leading to withdrawal or suspension have been remediated (including documentation when necessary) and the steps (s)he plans to take to ensure successful completion of the program.]

I understand that my readmission will be on a space-available basis and that should my application be rejected I have the right to appeal following the procedures outlined in district procedure **F.4.7.1 – Non-Academic Grievances** and the St. Philip’s College Student Handbook.

If accepted for readmission, I agree to complete all required actions for readmission no later than the tenth day of the month prior to the beginning of the semester I desire readmission. I understand these items may include, but are not limited to, required immunizations or testing to verify required levels of proficiency for readmission.

Please contact me via the information below if you need further information to complete the readmission request.

Thank you for your time and consideration.

Sincerely,

(Signature)

Name
Banner ID
Your Street Address
City, State, Zip
Email Address
Phone Number

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