

State College of  
Florida  
Manatee-Sarasota



Health Professions  
Division  
Student Handbook

Occupational  
Therapy Assistant  
Program  
2016-2018

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Dear Occupational Therapy Assistant Student,

Welcome to the Occupational Therapy Assistant Program at the State College of Florida, Manatee-Sarasota. You are about to begin a program, which will be filled with many new experiences and challenges. Your decision to become an occupational therapy assistant will require a total commitment on your part for the next two years.

We are dedicated to providing you with a complete and comprehensive learning experience within a dynamic learning environment. We will continually evaluate and modify your course of study and learning experiences to facilitate the attainment of the competencies required of an occupational therapy assistant. It is your responsibility to achieve the objectives and requirements to complete the program, to be eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam and to apply for state licensure.

The Occupational Therapy Program at the State College of Florida has received accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). During your matriculation in the program we will be asking for your participation in the ongoing process of accreditation and program development.

The OTA Student Handbook has been designed as a reference for you regarding program policies and procedures. It is your responsibility to adhere to all policies and procedures in this handbook while in the program. Please review this handbook and keep it as a reference throughout your time of study in the program. . All students are also subject to all regulations outlined in the SCF catalog and the College Student Handbook. Any additional questions and/or concerns regarding this handbook or the program should be directed to the program chair as soon as possible to resolve any possible problems.

We wish you success during your course of study!

Sincerely,

A handwritten signature in dark ink, reading "Debra Chasanoff". The signature is fluid and cursive, with a large, stylized flourish at the end.

Debra Chasanoff, MEd, OTR/L,  
OTA Program Chair

## INTRODUCTION

Welcome to the Health Professions Programs at State College of Florida (SCF). We are extremely proud of our Health Professions Programs and are pleased that you have chosen to pursue your education here. The Health Professions Programs have been designed to prepare high quality, competent practitioners to meet the needs of the health care system in the community. We hope that you enjoy your experiences with us and find the learning opportunities both challenging and dynamic. Health care careers provide a wide range of opportunities for the practitioner upon graduation. The division administration, faculty and staff are committed to the success of every student who enters one of our health professions programs. You are encouraged to use all as resources to assist you throughout your educational experience.

## CHANNELS OF COMMUNICATIONS

Students enrolled in the health professions programs are expected to use the appropriate channels of communication. The organizational chart for State College of Florida shows the correct lines of communication within the departments, division, and college. Students may view a copy of the organizational chart in their respective Department offices.

**Each student is responsible for adhering to the policies and procedures of the SCF Health Professions Programs and those policies specific to each individual program as noted in this Student Handbook. The Health Professions Programs reserve the right to make changes in these policies as needed. When changes are made, the students will be notified in writing and asked to sign an acknowledgment form.**

## COURSE PREREQUISITE REQUIREMENTS

Students are advised that many courses in their specific health professions program require *prerequisite* courses. ***Students must follow the curriculum that is in place at the time they begin or re-enter the professional component of the program.*** It is the student's responsibility to consult the current catalog to determine which courses have prerequisite requirements. Students also are advised that the *sequence* of general education courses for the specific program, as published in the College Catalog course descriptions, has been carefully planned to correlate with the health professions courses and should be followed to prevent any conflict with continuing in the program.

## WITHDRAWAL POLICY

A student may withdraw from any or all courses without the academic penalty of a "WF" grade by the withdrawal deadline as listed in the State College of Florida academic calendar, College Catalog or on the SCF Web site. A student in an accelerated or short-term course may withdraw without the academic penalty of a "WF" grade any time before the withdrawal deadline specific for the course.

Withdrawal policies for courses that are part of the Health Profession Programs are governed by the individual programs. Please refer to specific program policies in the student handbook regarding withdrawal, dismissal and readmission for Dental Hygiene, Occupational Therapy Assistant, Physical Therapist Assistant and Radiography.



## **ADVISING CENTER**

Email: [advisor@scf.edu](mailto:advisor@scf.edu)

Academic Advisement at the State College of Florida assists future and current students in achieving their academic and personal goals through the development of individualized educational plans that serve to guide students towards future success. Advisors are available to students by appointment, or at times on a walk-in basis on both the Bradenton and the Venice Campus.

## **EDUCATIONAL RECORDS**

Email: [records@scf.edu](mailto:records@scf.edu)

Educational Records services include transcripts, transfer credit evaluations, graduation applications, residency, enrollment verifications, and PIN reset.

## **FINANCIAL AID**

Email: [askfinaid@scf.edu](mailto:askfinaid@scf.edu)

Financial Aid is available to students who have demonstrated financial need and/or to students who have shown academic or special talent. Financial assistance is available in the form of scholarships, grants, loans or part time employment. Students are encouraged to seek out financial aid resources to facilitate their education. All financial aid and aid eligibility is handled by the College Financial Aid Office. *“Course work compliance effects the way financial aid is awarded. Financial Aid will ONLY pay for classes REQUIRED for your major degree”*. If you have any questions or concerns contact 941-752-5037 or via email at [askfinaid@scf.edu](mailto:askfinaid@scf.edu).

## **ON-CAMPUS EMPLOYMENT FEDERAL WORK-STUDY (FWS) PROGRAM**

Federal Work-Study (FWS) is a federally funded program that enables students to work on campus. FWS student must have completed the Free Application for Federal Student Aid (FAFSA). Eligibility is determined by the student’s demonstrated financial need as determined by the FAFSA.

Students interested in employment off campus may contact the career resource center or the career resource center Web page: [www.scf.edu/CareerResourceCenter](http://www.scf.edu/CareerResourceCenter)

## **COUNSELING SERVICES**

Comprehensive Med Psych Systems, Inc.

[www.medpsyc.net](http://www.medpsyc.net)

941-363-0878 x2170

[counseling@medpsych.net](mailto:counseling@medpsych.net)

The SCF counseling services helps students meet life/work challenges and achieve a positive academic experience. Similar to an employee EAP, the student assistance program is a referral program through Comprehensive MedPsych Systems, Inc. 24/7. Students may self-refer to use this free, confidential resource.

## **RECOMMENDED WORK POLICY**

Research has shown that the number of hours spent in employment can have an adverse effect on grades, clinical performance, and even on successful completion of the program for students. Students are expected to use good judgment in selecting working hours. Excessive work demands may jeopardize personal health, family relationships, ability to succeed in the program, and the opportunity to become involved in health profession and college activities. A work commitment for evenings or nights prior to a clinical or early class assignment is **strongly discouraged**.

## **AVAILABLE LEARNING RESOURCES**

### **Price Learning Lab of the Academic Resource Center (ARC):**

The College ARC provides individualized help for students who need academic assistance or special help to succeed in a technical or vocational course or program of instruction at NO COST TO THE STUDENT.

ARC is designed to assess individual areas of weaknesses and to assist students in those areas.

All A.S. degree seeking students are encouraged to take advantage of the wide range of unique services offered. In addition to help in mathematics, reading, language and spelling, specific assistance is available in study skills, time management, reading technical books, note taking, and using reference materials. Selected materials related to Medical Terminology and Science also are available for health professions students. The Academic Resource Center is located on both Bradenton and Venice campuses. The current hours are available on the College's website: [www.scf.edu/ARC](http://www.scf.edu/ARC)

### **Library:**

The College Library is available to enhance learning. The library include both on campus and electronic resources including all current medical resource data bases. The schedule for the library is available from the library link on the College's homepage: [www.scf.edu/library](http://www.scf.edu/library)

### **Health Profession Media Laboratory:**

(Bradenton and Venice Campus: located in Nursing Learning Lab)

The Health Professions media laboratory provides access to computers and printers for health profession students. The media laboratory hours are posted each semester for student use.

### **Online Tutoring and Study Skill Support:**

A collection of Web sites to help students enhance their study skills and to provide tutoring support for their coursework is available 24/7. Emphasis is on mathematics, English and reading improvement. Support for many other subjects is also available. To access resources go to: [www.scf.edu/ARC](http://www.scf.edu/ARC) and select your campus.

### **Disability Resource Center**

[www.scf.edu/student-services/disability-resource-center/default.asp](http://www.scf.edu/student-services/disability-resource-center/default.asp)

State College of Florida in accordance with the Americans with Disabilities Act will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in a class due to a disability or you suspect that your academic performance is affected by a disability, please contact the Disability Resource Center (DRC). The DRC is located in 300-326 on the Venice Campus and in the Student Services Center (01-219) on the Bradenton Campus. The phone numbers is and 941-752-5295 (TTY 941-751-8179) on the Bradenton Campus.

It is the student's responsibility to initiate requests for services with the DRC before any accommodations can be made in the program.

Email: [drc@scf.edu](mailto:drc@scf.edu)

## FINANCIAL REMUNERATION FOR CLINICAL HOURS

Under no circumstances will students be paid for their services while enrolled in clinical/fieldwork courses. If students choose to work outside of their clinical hours, work and clinical hours must be kept clearly separate.

## HOLIDAYS, VACATIONS, AND COLLEGE CLOSINGS

All holidays and vacations observed by SCF are observed by the Health Professions Programs. Therefore, students will not report to class or clinical on college holidays or vacations; unless previous arrangements have been made by the Program Director.

In the event of a sudden school closing (i.e., inclement weather), “SCF Alert” is the State College of Florida’s emergency notification system which reaches students, faculty and staff in minutes with voice, text and e-mail messages from SCF safety officials. All students are encouraged to register on [www.scf.edu/Emergency](http://www.scf.edu/Emergency). If the college is closed, clinical experiences are cancelled for the day(s) unless otherwise notified by the program director.

Despite inclement weather, whenever the College is open, clinical experiences will be held as scheduled. Students are to use their own judgment in deciding whether they must take an absence for the day.

## INFORMED CONSENT AND HEALTH INSURANCE POLICIES

Students enrolled in a SCF Health Professions Program should understand that the required clinical experience in various health care facilities may expose them to environmental hazards and infectious diseases including, but not limited to, Tuberculosis, Hepatitis B and HIV/AIDS. Neither State College of Florida nor any of the health care facilities used for clinical experience assume liability if a student is injured or exposed to infectious disease in the facility during assigned clinical experiences, unless the injury/exposure is a direct result of negligence by the college or the clinical facility.

Students should understand that they are responsible for the cost of health care for any personal injury or illness that may occur during their time in the Health Professions Program. SCF strongly recommends that students purchase their own health insurance during the duration of their program.

## PROGRAM REQUIREMENTS

Upon acceptance, the following are required: background checks; fingerprinting; CPR certification; health and drug screenings to meet local health care agency regulations. Based on the results of these checks and screenings, students may become ineligible for program admission. Continuation in the program is based on acceptable results from random/ongoing screening and background checks. Ongoing screenings may occur as frequently as each clinical assignment, based on the policies of the program’s clinical affiliates. Clinical facilities may limit or prohibit students with positive drug screen results or criminal histories from participating in clinical experiences, thus making the student ineligible for admission or continuation in the program. **Students are responsible for all fees incurred with these checks and screenings.**

## BACKGROUND CHECK

**All of the SCF health professions programs require a criminal background check as part of their admissions process. Clinical facilities utilized during the educational curriculum may limit or prohibit students with criminal histories from participating in clinical experiences at their facilities. Other options may not exist for the student in order to complete the required clinical hours in each specific clinical specialty of the curriculum and therefore, the student would not be able to complete the program requirements and graduate.**

**Even if accepted into the program and the program is able to place the student in the appropriate clinical facilities, the applicant should be aware that the State of Florida periodically changes the laws in relation to persons with criminal histories being licensed in the state. Also each licensing board periodically makes changes to the rules regarding the licensing of individuals with a criminal history thus affecting who may or may not be licensed in the State of Florida in that particular discipline. Applicants with criminal histories/backgrounds may be accepted into a health professions program and graduate from the program, but because of changes in the law or rules may not be allowed to be licensed in the State of Florida once they have graduated.**

**If accepted into a health professions program, it is the prospective student's decision to enter the program based upon the knowledge and understanding that he or she may not be granted the right to be licensed in the State of Florida upon graduation.**

Clinical agencies require students to be fingerprinted, pass drug screening and background checks and clear the HHS/OIG list of excluded individuals, the GSA list of parties excluded from federal programs, and the Nationwide Sex Offenders Data Base. Compliance with these requirements and satisfactory findings are essential for clinical placement and progression. Students who fail to submit to a background check or students whose background checks indicate a conviction as specified in Florida Statutes, Title XXI, Chapter 435.04 Level 2 Screening Standards will be unable to remain in the health professions programs.

Florida law restricts access to children, elderly and disabled patients by persons convicted of specific misdemeanors and felonies (Chapter 435 Florida Statute). This law places restrictions on all health care facilities, which in turn require students to comply with the same restrictions as their employees and volunteers.

A background check is required of all students admitted to a Health Professions Program at SCF in order to secure access to clinical practice experiences as required by each program, which may involve coursework with patient contact such as practice in a health care facility, conducting a research study or project, or interfacing with patients individually or collectively. Partnering agencies where students receive clinical practice experiences also now require background checks as well as additional information such as arrests without convictions, verification of employments, social security verification, etc. aimed at protecting the public.

All background checks will be reviewed by the Program Director. Applications which indicate a history that might prevent participation in a program's practical component will be reviewed considering the individual situation and a decision will be made about admission into the program.

A background screening that results in a current student being denied admission into a clinical agency and /or access for patients in the agency, or a comparable assignment cannot be made to meet course objectives, the academic requirements of the program cannot be met and the student will be denied progression in the course, resulting in withdrawal or dismissal from the program.

Student with a break in enrollment of one or more calendar year(s) from the original background check or most recent affirmation statement, require a complete background check before resuming the program. Additional background checks and/or finger printing may be required by certain clinical sites. **Students are responsible for all fees incurred with background checks and finger printing.**

**Any Health Profession student** who is arrested at any point during the program, to include after acceptance and enrollment into the program, must report it to their Program Director within 5 working days regardless of initial adjudication. The student may need to submit to a second background check at the student's cost. Failure to notify the Program Director shall be grounds for dismissal from the program. After admission to the program, the student must remain free of the disqualifying charges listed in the following mentioned state statutes. Failure to do so will result in dismissal from the program.

Below is a list of offenses including but not limited to which may impact the ability of the student to be accepted into the program, complete the clinical requirements of the program, and be licensed in the State of Florida.

- (a) Section 415.111 relating to adult abuse, neglect, or exploitation of aged persons or disabled adults.
- (b) Section 782.04 relating to murder.
- (c) Section 782.07 relating to manslaughter.
- (d) Section 782.071 relating to vehicular homicide.
- (e) Section 782.09 relating to killing an unborn child by injury to the mother.
- (f) Section 784.011 relating to assault, if the victim of the offense was minor.
- (g) Section 784.021 relating to aggravated assault.
- (h) Section 784.03 relating to battery, if the victim of the offense was minor.
- (i) Section 784.045 relating to aggravated battery.
- (j) Section 787.01 relating to kidnapping.
- (k) Section 787.02 relating to false imprisonment.
- (l) Section 794.011 relating to sexual battery.
- (m) Chapter 796 relating to prostitution.
- (n) Section 798.02 relating to lewd and lascivious behavior.
- (o) Chapter 800 relating to lewdness and indecent exposure.
- (p) Section 806.01 relating to arson.
- (q) Chapter 812 relating to theft, robbery, and related crimes, if the offense is a felony. (See 812.014, 812.016, 812.019, 812.081, 812.133, 812.135, 812.14, 812.16).
- (r) Section 817.563 relating to fraudulent sale of controlled substances, only if the offense was a felony.
- (s) Section 826.04 relating to incest.
- (t) Section 827.03 relating to aggravated child abuse.
- (u) Section 827.04 relating to child abuse.
- (v) Section 827.05 relating to negligent treatment of children.
- (w) Section 827.071 relating to sexual performance by a child.
- (x) Section 847 relating to obscene literature.

- (y) Chapter 893 relating to drug abuse prevention and control, only if the offense was a felony or if any other person involved in the offense was a minor.

All records must be maintained in *CastleBranch*. Some clinical facilities require a copy of background checks of students in their facilities. All applicants also are required to disclose prior arrests on the program application. Failure to disclose information or falsifying the application will result in denial of enrollment in or dismissal from the health professions program.

Backgrounds checks must be completely redone if the student is out of a health professions program for two major semesters or more. The student is responsible for all expenses associated with the background check process.

## **DRUG SCREENING**

### **Purpose**

The faculty of the State College of Florida Health Professions Programs has the responsibility for ensuring that all students in the health professions programs are able to function safely and effectively in the health care facilities used for clinical experience during the programs. Students are not allowed in the clinical area under the influence of any chemical substance that may alter thinking or functioning. To promote and maintain this level of safe practice, all students accepted into a health professions program will submit to drug screening as a condition for remaining in the program.

The College complies with all drug testing policies and procedures of the clinical agencies which are used for student clinical experience. The Health Professions Programs have established specific procedures to assist students who have chemical impairments or addictions through referral to community resources.

### **General Standards**

Testing may be done for any or all of the following reasons:

1. Prior to clinical experience in the program.
2. Randomly throughout the program.
3. Reasonable cause
4. Post-incident/accident.

The following substances will be tested for:

1. Amphetamines
2. Barbiturates
3. Benzodiazapines
4. Cannabinoids (THC)
5. Cocaine
6. Ecstasy (MDMA)
7. Methadone
8. Opiates
9. Phencyclidine
10. Testing for other substances such as alcohol, may be required for reasonable cause.
11. Blood Alcohol testing may be required by specific clinical facilities.

## Procedures

All drug tests are done according to the specific guidelines of the National Institute on Drug Abuse and are subject to mandatory confirmation of any preliminary positive results.

### Preclinical Screening:

1. The drug screen will be ordered through *CastleBranch* when instructed to do so by the program. They will be issued a specific collection site and date for completion of the test.
2. The student must bring photo identification to the collection site for each drug screening.
3. The collection of the drug test specimens will be completed per the protocol of the collection site.
4. All results of drug testing will be returned directly to *CastleBranch* which is accessed confidentially by the Program Director of the Health Professions Program.

### Random Screening:

Random testing will be done at intervals throughout the Program. For this testing, a list of names will be generated in a random manner of all students enrolled in the health professions programs. Because of this random methodology, individual students may be tested a varying number of times. The testing procedures will be the same as for the preclinical screening.

### Reasonable Cause Screening:

If at any time during the student's enrollment in a Health Professions Program, it is determined that a student's behavior is suspect of being chemically impaired, the faculty member/clinical instructor will report the observed behavior to the Program Director, who will direct the student to complete a reasonable cause drug screen via *CastleBranch*.

Suspicious behavior may include, but is not limited to, slurred speech, unsteady gait, drowsiness, glassy eyes, personality or mood changes, alcohol smell on breath, altered thinking, inability to understand or follow through with instructions, and/or inappropriate behavior (See Substance Abuse Documentation Form in division form section). The testing procedures will be the same as for the preclinical screening.

If at any time reports of potential substance abuse by any currently enrolled health professions student(s) provide reasonable suspicion that a student may be chemically impaired; classroom/laboratory/clinical participation will be suspended. The Program Director may authorize that the reported student(s) be sent for a reasonable cause drug screen. **As with preclinical testing, random screening and reasonable cause screening requires the student bring a picture ID to the collection site.**

## **Refusal To Submit To Testing**

Refusal to submit to testing is a violation of the Division's Drug Screening policy and will result in immediate dismissal from the program. The following behaviors constitute a refusal:

Refusal to submit is exemplified by but not limited to:

- a. refusal to appear for testing
- b. failure to remain at the testing site until the testing process is complete
- c. failure to provide a urine specimen
- d. in instances of observed or monitored collection failure to allow observation or monitoring
- e. refusal to sign the testing form
- f. failure to take a second test as directed
- g. failure to cooperate in the testing process
- h. performing any actions which prevent the completion of the test
- i. inability to provide sufficient quantities of urine to be tested without a valid medical explanation
- j. failure to undergo a medical examination or evaluation when directed
- k. tampering with, attempting to adulterate, adulteration or substitution of the specimen, or interference with the collection procedure
- l. failure to report to the collection site in the time allotted, after ordered through CastleBranch
- m. failure to order drug test via CastleBranch

## **Positive Results**

Students will be given a reasonable opportunity to explain a confirmed positive test result to the medical resource officer of *CastleBranch*. If the explanation is unacceptable and/or cannot be satisfactorily documented by the student's physician, the student will be dismissed from the program and will be referred to a treatment resource for evaluation.

## **Appeal Process**

Students wishing to address any concerns about the drug screening policies or procedures of the College may follow the Student Conflict Resolution procedures as outlined in the SCF Student Handbook.

## **POST-TREATMENT READMISSION POLICY**

Students who have successfully completed a treatment program may petition the Program Director of the specific Health Professions Program for consideration for readmission to the program. Readmission will be on a space available basis in the next admission cycle. All petitions will be considered individually and random screening may be required throughout the program if the student is readmitted. In any case, the general readmission policies of the College and the individual Health Professions program also will be adhered to.

## **SAFETY SENSITIVE PRECAUTION**

The purpose of this policy is to establish procedures to ensure the safety of those in the care of students taking prescription medications, who are enrolled in professional courses in the Health Professions Programs at the State College of Florida.

The student shall, when drugs are prescribed by a medical professional, inquire of the prescribing professional whether the drug prescribed has any side effects which may impair the student's ability to



participate safely in the responsibilities expected of them as a Health Professions student entrusted with the care of clients. If the answer from the medical professional is “yes”, the student shall obtain a statement from the medical professional indicating any work restrictions and their duration and provide this to the Program Director along with a completed copy of the Safety Sensitive Precaution Form prior to going on duty.

If at any time, an instructor believes that a student is impaired in any way from prescription or nonprescription drugs that may jeopardize the safety of clients; classroom/laboratory/clinical participation will be suspended, program until a satisfactory medical release is received.

## **ALCOHOL AND OTHER DRUG ABUSE PREVENTION ASSISTANCE AT SCF**

SCF values the health and welfare of its students and employees. Alcohol and other drug abuse (addictions) are recognized as treatable diseases. The administration of SCF, as part of its policy to maintain a drug-free campus, desires to:

- Help students identify alcohol and other drug misuse/abuse at the earliest possible stage.
- Educate students regarding signs and symptoms of addiction.
- Motivate students to seek intervention from the most qualified resources available on campus and in the community.
- Recognize that students who experience concerns with alcohol and other drug misuse/abuse are entitled to the same respect, confidentiality of intervention services and records handling as those who experience other medical concerns or conditions that may impair work performance.

Students who suspect problems with alcohol and other drug misuse/abuse are encouraged to contact the office of the Vice President of Educational and Student Services. A trained professional will assist in the assessment of the problem and provide information regarding appropriate services available on campus and/or within the community. All information will be held in the strictest confidence and will not be revealed to anyone except by the individual’s written consent in accordance with federal guidelines of confidentiality. This service is voluntary, free and confidential.

## **CASTLEBRANCH – Background check**

### **CastleBranch (Background Check, Record Management and Drug Screening)**

In order to improve the efficiency and time constraints of the background check and drug testing process, the SCF Health Professions Programs has contracted with CastleBranch. CastleBranch coordinates ALL aspects of background check items utilizing Live-Scan fingerprinting as well as collaborating with companies that assist with the forms/paperwork needed for clinical/practicum courses that are a part of all curriculums.

Information related to the initial background checks and related items will be disseminated at the time of Program Admission/Orientation. Information pertaining to subsequent background checks while enrolled in the program will be disseminated by specific programs as required to maintain program compliance.

**The Process:** The student will be provided with instructions with a specific program package identified. The student will proceed to [www.castlebranch.com](http://www.castlebranch.com) and follow the directions entering the program code.

The student will proceed through the registration process, reading all of the links and references to proceed to further sections until it says you are complete.

For help contact, CastleBranch at 888-723-4263 or at [www.castlebranch.com](http://www.castlebranch.com).

Complete all items by the expected deadline communicated to you by the advisor/director in addition to the state timeframes in the Health Portals.

Background checks will be reviewed by the Program Directors. It is the student's responsibility to double-check that all requirements have been completed by the assigned deadlines. Students are responsible for the cost occurred from all checks and screenings.

## **BASIC LIFE SUPPORT CERTIFICATION (CPR)**

Students enrolled in the health professions programs are required to be certified by American Heart Association in Basic Life Support for the Health Care Provider, including AED. Certification must be valid while enrolled in the program through graduation. Documentation will be submitted to CastleBranch upon completion within the designated time frame.

## **PUBLIC SAFETY**

### **Campus Health, Wellness and First Aid**

Welcome to the State College of Florida Department of Public Safety home page. State College of Florida is vitally concerned about the safety and well-being of our students, faculty, staff and visitors who participate in the many activities which SCF sponsors. A college campus is a great place to learn and grow, but a college campus, like any other community, has its share of crimes and injuries. Although the College does not experience a significant number of criminal acts, we encourage everyone to be aware of potential problems and ask that you join the effort to make SCF a safe and secure environment for everyone.

As required by the 1990 Jeanne Clery Campus Security and Awareness Act, campus crime statistics are available to anyone, upon request, through the Department of Public Safety/Security Services or by link on the SCF website. State College of Florida, Manatee-Sarasota continues a tradition of providing a safe and secure educational environment. The College maintains Safety & Security Services 24-hours per day and is available to respond to any security related request or emergency. College Security also provides many other services to our students, staff and visiting community.

Additional information regarding campus safety can be found in the SCF Student Handbook and Planner or the *Public Safety* page on the college's website:

[www.scf.edu/Administration/PublicSafety/default.asp](http://www.scf.edu/Administration/PublicSafety/default.asp)

Additionally, the college utilizes a mass notification system which sends time-sensitive messages via phone, email and text messaging within minutes to students, faculty and staff. More information regarding the mass notification system and guides to various emergencies can be found on the *Emergency Procedures* page on the college's website:

[www.scf.edu/Administration/PublicSafety/default.asp](http://www.scf.edu/Administration/PublicSafety/default.asp)

SCF Bradenton: 941 752 5550 or x 65550  
SCF Venice: 941 408 1550 or x 61550  
SCF Lakewood Ranch: 941 363 7155 or x 67155

## **INJURY/ACCIDENT PROCEDURE**

Any student who sustains an injury or who is involved in an accident or unusual incident during a scheduled classroom, laboratory or clinical assignment **MUST** adhere to the following procedure:

1. Immediately notify the program faculty and designated personnel of the clinical facility when an injury/unusual incident has occurred.
2. Contact SCF Security. Complete the SCF **AND** clinical facility's incident reports and any other necessary documents.
3. Seek medical treatment, if required or recommended
4. The Student may be required to obtain a physician's release, if the injury/accident could potentially interfere with classroom, laboratory and clinical activities.
5. Student will submit all medical documentation and proof of payment to the Director of Business Services.

**Health Professions students are reminded that payment for emergency or medical treatment is the student's responsibility. Paperwork must be completed to determine eligibility for accident insurance reimbursement.**

## **LIABILITY INSURANCE**

SCF provides a group professional liability policy on all health professions students and a separate limited accidental health policy for all health professions students paid for by student fees. This policy is only effective for incidents which occur in classroom, laboratory and at clinical sites.

Please note that the accident insurance provided by the college is excess coverage over any other collectable insurance.

## **PREGNANCY**

For the safety and welfare of the unborn child and mother, determination of the appropriateness of the student continuing in the program will be based on recommendations from the student's physician and program faculty. After learning that she is pregnant and, if the student elects to notify the appropriate Program Director, she will be asked to obtain a medical release from her physician which includes any precautions. A medical release must also be provided for the student to return to the program following delivery. Forms can be obtained from the Program Director.

The program faculty also may make recommendations to the student regarding continuation in the program, based on the student's level in the program and the demands or hazards of the clinical

rotation. Students are advised that pregnancy may interfere with required attendance and/or meeting the objectives of the program which may delay completion of the program.

**In Health Professions programs where students may be exposed to radiation, students must adhere to additional requirements as outlined in the program policies.**

## **COMMUNICABLE DISEASE POLICY**

**Purpose:** This policy has been adopted to protect the rights of and to ensure the safety of the infected individual and all those with whom the student interacts.

**Definitions:** An *infected* individual, as defined in this policy, means an individual who is diagnosed as having a communicable disease.

*"All those with whom he/she interacts"* means all interactions between the infected individual and other persons in the following areas: classrooms; laboratories; clinical areas; office suites.

### **Procedure:**

1. Infected individuals who determine that their medical condition may pose a risk to patients or others and/or who are unsure of their ability to perform essential functions as students **SHALL IMMEDIATELY NOTIFY** the Program Director of the specific health professions program.
2. After conferring with the Program Director, the student may be requested to obtain a letter from the student's physician stating precautions that must be taken to prevent risk to others. The student may be re-admitted to the clinical assignment or classroom based on the written recommendation of the physician.
3. Each infected person's situation will be considered individually, and decisions will be "based on reasonable medical judgments given the state of medical knowledge" about the nature of the risk, the length of time a carrier has been infectious, the potential harm to others, and the probability of the disease's transmission. This decision shall be made by the infected individual, the student's physician, the specific Program Director, the Provost and any other persons deemed appropriate.
4. The Health Professions Program faculty will make reasonable efforts to accommodate infected individuals with the understanding that regulations set forth by the clinical affiliates must be considered.
5. The infected individual is assured of confidentiality in accordance with state and federal requirements.
6. The Program Director reserves the right to initiate contact with an individual who exhibits behavior which may pose an imminent risk to others or who may be unable to perform as a student.

## **EXPOSURE CONTROL PLAN FOR STUDENTS**

This plan is intended to apply to all Health Professions students and follows the current Department of Labor Occupational Safety and Health Administration (OSHA) Occupational Exposure to Bloodborne Pathogens Final Standard.

### **Students Subject to Occupational Exposure:**

This includes students who are reasonably anticipated to have skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials as a result of the performance of the individual's duties. Other potentially infectious materials include: semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid which is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids; any unfixed tissue or organ (other than intact skin) from a human (living or dead); HIV-containing cell or tissue cultures, and HIV or HBV containing culture medium or other solutions; and blood, organs, or other tissues from experimental animals infected with HIV or HBV.

### **Classifications in Which Students May be Exposed:**

**Exposure Tasks and Procedures That Are Performed by Students in Above Classification Include but not limited to the Following:**

1. Direct patient care and radiological procedures in clinical facilities in the clinical and laboratory Health Professions courses.
2. Accidental needle sticks involving demonstrations and student practice in SCF Health Professions Laboratories.
3. Direct patient care in the SCF Dental Hygiene Clinic.

### **Procedures for Handling Incidents/Methods of Compliance:**

1. *Exposure at a clinical setting:* Health Professions students shall follow the exposure plan prescribed by the health care facility **and** the SCF Health Professions Program Injury/Accident Procedure.
2. *Exposure in Health Professions Laboratories and on SCF campuses:* Health Professions students will follow the SCF Health Professions Programs Injury/Accident Procedure.
3. *Exposure in the SCF Dental Hygiene Clinic:* Dental hygiene students will follow the SCF Health Professions Programs Procedure **and** the *program specific procedure* for follow-up with the patient involved in the exposure.

### **Methods of compliance:**

1. Standard precautions shall be observed to prevent contact with blood or other potentially infectious materials. The student is expected to use, as needed, appropriate personal protective equipment (PPE), such as, but not limited to, gowns, disposable hypoallergenic gloves, face shields or masks and eye protection, mouthpieces, resuscitation bags, pocket masks, or other ventilation devices for occupational exposure on the SCF campuses. The clinical agencies shall provide personal protective equipment for occupational exposure in the clinical areas.

2. Personal protective equipment should be disposed of in a designated area or container for storage, washing, decontamination or disposal, whichever is appropriate.
3. The student shall wash hands and any other skin with soap and water, or flush mucous membranes with water immediately after removal of gloves or other personal protective equipment, or as soon after as feasible, following contact with blood or other potentially infectious materials.
4. If the incident involved contaminated needles or other sharps, they should be disposed of immediately or as soon as possible after use, in an appropriate, puncture resistant, labeled, leak proof container. If the sharp is a dental hygiene instrument, it should be cleaned and sterilized according to program procedures.
5. Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in work areas where there is reasonable likelihood of occupational exposure.

### **Training Requirements:**

All SCF Health Professions students shall participate in a training program included in program course work:

1. Prior to the time of initial assignment to tasks where occupational exposure may take place.
2. At least annually thereafter.
3. Whenever modification of tasks or procedures or institution of new tasks and procedures affect the student's occupational exposure. The additional training may be limited to addressing the new exposure created

The training program shall include, but not be limited to:

1. Reviewing the OSHA regulations regarding occupational exposure to bloodborne pathogens for which this Plan has been written.
2. A general explanation of the epidemiology and symptoms of bloodborne diseases.
3. An explanation of the modes of transmission of bloodborne pathogens.
4. A copy of and an explanation of the SCF's Exposure Control Plan for Students.
5. An explanation of the appropriate methods for recognizing tasks and other activities that may involve exposure to blood and other potentially infectious materials.
6. An explanation of the use and limitations of methods that will prevent or reduce exposure, including work practices and the use of personal protective equipment.
7. Information on the types, proper use, location, removal, handling, decontamination, and disposal of personal protective equipment.
8. An explanation of the basis for selection of personal protective equipment.

9. Information on the hepatitis B vaccine, including information on its efficacy, safety, method of administration, and the benefits of vaccination.
10. Information on the post-exposure evaluation and follow-up that the student should do after an exposure incident.
11. An opportunity for interactive questions and answers.

**Record Keeping:**

Training records for all students shall be kept on file in the specific program files. These records shall include the:

1. Dates of the training sessions
2. Summary content of the training sessions
3. Names and qualifications of the persons conducting the sessions
4. Names of the students attending the sessions

Training records shall be maintained for 3 years from the date on which the training occurred.

SCF shall make these training records available upon request, for examination and copying, to students, representatives of clinical agencies, the Program Director, and the Program Secretary in accordance with 29 CFR 1910.20.

**Post-Exposure Evaluation and Follow-up:**

Following a report of an exposure incident, the student should pursue a confidential medical evaluation and follow-up including, but not limited to:

1. Documentation of the route(s) of exposure, and the circumstances under which the exposure incident took place.
2. Identification and documentation of the source individual, unless it is infeasible or prohibited by law.
3. Testing of source individual's blood as soon as feasible after consent is obtained to determine HBV or HIV infectivity, unless infectivity of source person is known or if testing is prohibited by law.
4. Results of the source individual's testing shall be made available to the exposed student, and the student shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.
5. Exposed student's blood should be collected as soon as feasible and tested after consent has been obtained. If baseline blood is collected, but consent for HIV serologic testing is not obtained, the sample should be preserved for at least 90 days for possible testing if the student subsequently reconsiders.

The student shall obtain and provide the Program Director of the Health Professions Programs, a copy of the written report of the evaluating health care professional within 15 days of completion of the evaluation.

The health care professional's opinion shall be limited to stating that the exposed student has been informed of the results of the evaluation, and that the student has been told about any medical conditions resulting from exposure to blood or other potentially infectious materials which require further evaluation or treatment. All other findings and evaluations will remain confidential and shall not be included in the written report.

**Medical Records:**

SCF shall establish and maintain an accurate record for each student with occupational exposure. This record shall include:

1. A copy of the student's hepatitis B vaccination status including the dates of all vaccinations and any medical records relative to the student's ability to receive vaccination.
2. A copy of all results of recommended examinations, medical testing, and follow-up procedures.
3. SCF's copy of the health care professional's written opinion.

SCF shall maintain complete confidentiality of the student's medical records and will not disclose or report information contained in them without the student's express written consent to any person within or outside the workplace except as required by 29 CFR 1910.20 (E) (iv), or as may be required by law.

**Revision of Plan:**

The Exposure plan shall be reviewed and updated at least annually and whenever necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised student positions with occupational exposure.

Reviewed: July: 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2001, 2007, 2008, 2009, 2012, 2013, 2014, 2016  
Revised June 2000, June 2002, May 2003, April 2004, June 2006

**PROBATION POLICY**

Probation is a period of time designated by the faculty during which a student who has not been making satisfactory progress in a particular health professions course will be given an opportunity to correct deficiencies and to demonstrate satisfactory performance.

**Purpose:** The purpose of probation is to formally recognize that a student is not making satisfactory progress. A student will be placed on probation **ONLY** if there is adequate time for the student to remediate and demonstrate consistent satisfactory performance during that semester.

**Conditions:** The conditions of probation are intended to:

1. Recognize unsatisfactory performance at the earliest date.
2. Provide guidance and counseling.
3. Give the student an opportunity to correct deficiencies and to demonstrate satisfactory performance.

**Reasons:** The reasons for probation will be given to the student in writing along with the requirements for removing this designation. These reasons may include, but are not limited to:



1. Failure to make satisfactory progress in meeting course requirements for the classroom, laboratory or clinical courses.
2. Unsatisfactory student behavior and/or performance
3. Failure follow program policies
4. Failure to demonstrate acceptable professional behaviors.

**Procedure:** Faculty will complete a *Notification of Probation* form identifying:

1. Reasons for probation.
2. Requirements for removal of probation.
3. Learning resources and assistance available.
4. Date by which requirements for removal of probation must be met.

Faculty will meet with the student to confirm the student's understanding of the situation. Student progress will be monitored by faculty, including appropriate documentation. Upon completion of the requirements for removal of probation, the probationary status will be re-evaluated. Failure to meet the requirements for removal of probation may result in failure of the course and/or dismissal from the program.

## **PROFESSIONAL BEHAVIOR EXPECTATIONS**

### **Program Expectations**

Health Professions Programs prepare the individual student for entry into a specific health care profession. In preparation for entry as a member of a profession, certain standards of behavior and conduct will be expected of the student in the classroom, laboratory and the clinical areas. Students will be expected to keep commitments, to be punctual and prepared for all learning experiences, and to actively participate in the learning process. Appropriate professional behavior is a requirement for successful completion of these programs. Student must abide by the Student Code of Conduct as stated in the SCF Student Handbook and planner and the specific health professions program handbook.

### **Social Media**

Students using Social Media related to any activities associated with program must do so responsibly. The student should be aware there is no way to erase digital content and inappropriate use of social media can impact your personal and professional reputation as well as the reputation of the college and program.

Posting of information relative to confidential patient/client information, patients/clients and their families, clinical sites and activities, technologies, faculty, classmates and didactic course content is considered an ethical breach of confidentiality and is in direct violation of FERPA and HIPAA. This includes the posting of written materials and photographs/videos. Students must use discretion as to avoid FERPA and HIPAA violations. Inappropriate use of social media may result in dismissal from the

program. Expectations include, but are not limited to the following: Respecting the privacy of all members of the class, respecting the diversity and opinions of all instructors and all members of the class, no use of threatening, harassing, sexually explicit language or discriminatory language or conduct that violate state or federal law or SCF policies. Use proper language in all communications.

### **Classroom, Laboratory and Clinical Experiences**

Each classroom, laboratory and clinical experience provides a valuable opportunity for learning. A patient's/client's health and well-being depends on the implementation of knowledge acquired in the learning process. Attendance is expected for all scheduled classroom, laboratory and clinical experiences. Should an absence be unavoidable, it is the student's responsibility to contact course faculty. Students are responsible for all content covered during periods of absences.

Refer to the specific program handbook section for specific program requirements.

### **CONFIDENTIALITY**

Students shall strictly maintain the confidentiality of all patient/client information, whether personal or medical, as well as keep confidential any information related to the clinical facility. Health professions students must clearly understand and fully agree, **under penalty of law**, that they will never inappropriately access, disclose or reveal in any way, either directly or indirectly, **any** information from a patient's/client's record or related to the care and treatment of any patient/client, except as needed, to authorized clinical staff. They further agree not to reveal any confidential information about the clinical facility to any third person. Case studies used in class must be free of any patient/client identification including protected health information, photography and video. Violations of confidentiality may result in criminal charges and dismissal from program.

### **ELECTRONIC DEVICE ETIQUETTE**

The use of electronic devices (cell phones, tablets and other mobile devices) in the classroom is determined by the course faculty member. Each faculty member determines the acceptable use of electronic devices in the classroom.

Students must refrain from the use of electronic devices in the clinical settings for personal use. Devices may be used for patient/client care, education or as required to meet clinical expectations as per the facility policies.

Failure to follow the electronic device policy may result dismissal from program.

### **UNIFORM DRESS CODE**

The personal appearance and demeanor of the health professions students at SCF reflect the college and program standards and are indicative of the student's interest and pride in the profession. Students are expected to maintain a proper appearance, as designated by the health professions program. **Failure to follow the uniform guidelines may result in the student being sent home and a clinical absence recorded.** Continued violation of the dress code policy may result in probation or dismissal from the program.

The following are applicable to all health professions students:

1. The SCF name tag must be worn.
2. Hair must be clean, neat and controlled in a conservative style to maintain asepsis. Unobtrusive and conservative hair ornaments may be worn as needed. Hair color must be within a natural range of color.
3. Nails are approximately fingertip length and clean. Clear nail polish may be worn unless otherwise specified by the clinical facility. Nail polish must be intact without chips to prevent bacteria growth. **Artificial nails are not allowed in any clinical setting.**
4. Beards and moustaches must be neatly trimmed.
5. Make-up may be worn in a conservative fashion.
6. A functioning watch with the capability of measuring seconds must be worn.
7. Jewelry may be worn but must be unobtrusive and conservative. Note that bracelets, necklaces, looped or dangling earrings may be pose a hazard to the student during patient/client care.
8. Other body piercings/jewelry may need to be removed based on facility policy.
9. Visible tattoos may require covering while in uniform based on the policy of the clinical facility or if considered potentially offensive to patients, at the discretion of the program faculty.
10. Perfume/aftershave should be used in moderation. There may be no other distinct odor to the student.
11. Personal hygiene must be maintained at all times because of the close personal contact with patients.
12. Uniforms and apparel worn to the clinical facilities must be cleaned and pressed.
13. Undergarments must be worn and not be visible.
14. Gum chewing in uniform is not permitted.
15. Socks and professional shoes are required. Solid color athletic shoes **with minimal logos or insignias** may be worn. Clog-type shoes or shoes with open backs of any kind are not permitted. Heels and toes must be totally enclosed. All shoes and laces are to be neat, clean and tied.
16. Smoking is not permitted in uniform. In addition, a student who has an odor of smoke which may be offensive to patients, as determined by the Clinical Instructor, may be sent home and an absence recorded.

## **SPECIFIC PROGRAM UNIFORM REQUIREMENTS**

### **Dental Hygiene**

Scrub tops and pants in designated class color  
Plain white socks or hosiery  
White clinic shoes  
Dosimeter

### **Occupational Therapy Assistant**

Navy, Khaki or black slacks (no denim)  
OTA program shirt  
Socks  
Shoes or sneakers

### **Physical Therapist Assistant**

Navy, khaki, or black slacks (no denim)  
PTA program shirt  
Socks  
Shoes or sneakers

### **Radiography**

**Women:** Scrub top and bottom (color announced yearly)

**Men:** Scrub top and bottom (color announced yearly)

**All Radiography Students:** Dosimeter and initialed lead markers  
Sweaters must be white, washable, and in good condition  
Scrub jackets may be worn if color coordinated  
Lab coats are worn only for surgery  
Shoes or sneakers

## **PROFESSIONAL ORGANIZATIONS**

Students are encouraged to join their respective professional society or association. Membership has benefits such as regularly published journals and annual meetings where health care professionals gather to share new and valuable information. For more information about national, state, and local societies and associations, contact your program's faculty.

## **STUDENT CLUBS – Fundraising activities**

Student clubs who wish to hold fund-raising activities to support professional activities and/or travel to state or national meetings must follow College policies for fund raising including getting permission for the activity through [The HUB](#) prior to the activity. All funds that are raised must be immediately deposited in the designated program student account through the College Business Office. Approval to withdraw and use the funds must be obtained from the Program Director/Faculty Advisor. Health professions program clubs are limited to students currently enrolled in the programs. Club information can be located on the SCF Student Life webpage at: [www.scf.edu/studentervices/StudentLife/](http://www.scf.edu/studentervices/StudentLife/)

## **CODES OF ETHICS**

All health professions practitioners function under specific legal and ethical guidelines. Students are expected to adhere to the guidelines of their specific practice area.

## **HARASSMENT AND DISCRIMINATION AND RELATED MISCONDUCT**

(Including Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Interpersonal Violence, Stalking, Complicity and Retaliation) (Rule 6HX14-2.44)

State College of Florida, Manatee – Sarasota (“SCF”) is committed to providing an educational and working environment free from harassment and discrimination based on such factors as race, color, sex, age, religion, genetic information, national origin, ethnicity, disability, marital status, sexual orientation and any other factor prohibited under applicable federal, state and local civil rights, laws, rules, and regulations (collectively referred to as “Protected Status”). SCF will not tolerate harassment or discrimination of its employees, students, applicants for admission and/or employment, volunteers, visitors, contractors, or any persons while present on any College campus or sponsored event. SCF will also attempt to protect its employees and students from harassment and discrimination by non-employees and non-students. (See Student Handbook and Planner for policy and procedure).

## **CONFLICT RESOLUTION POLICY**

### **Student Request for Conflict Resolution as Related to Academic Matter (Rule 6HX14-4.14 / Procedure 4.14.01)**

Students who feel they have been penalized erroneously for an academic ethics infraction or think that the sanction imposed is inappropriate may, within 10 working days of notification of academic sanction, appeal the matter through Procedure 4.10.01: Student Request for Conflict Resolution as Related to Academic Matters.

#### **A. Definition:**

For purposes of this procedure a “conflict” or “complaint” is defined as the allegation by an State College of Florida, Manatee-Sarasota student in such instances where the student

finds it necessary to secure a resolution to an academic concern including, but not limited to, a perceived inequity concerning his or her academic standing, or where the academic requirements of the course, program, or College are perceived by the student to have been inappropriately interpreted and/or applied to him or her.

#### B. Purpose and Conditions for a Conflict Resolution Procedure

State College of Florida (SCF) strives to maintain a professional work and academic environment where all students, staff, faculty and other members of the collegiate community are treated with respect and dignity. The goal of the College is to provide an academic and institutional climate that is conducive to learning and working productively. To that end, the purpose of this Student Request for Conflict Resolution Procedure is to:

1. Provide students with a complaint mechanism for their perceived conflicts/complaints.
2. Assure students that there will be no retaliation for pursuing the resolution of their conflict/complaint under the procedure.
3. Provide student with:
  - a. Assurance that policies are applied consistently and equitably.
  - b. An effective method to present concerns to faculty and administration for resolution internally.
  - c. A process that provides a prompt, thorough and impartial investigation.
  - d. The potential for resolution at the lowest level possible.
  - e. Assurance that confidentiality will be maintained to the extent possible within legal requirements.

The burden of proof needed to substantiate the merits of an academic complaint shall rest with the student. Therefore, the student must demonstrate:

- a. the presence of a wrong or loss;
- b. that the specific alleged incident caused damage;
- c. that there is a remedy available to right the wrong.

Examples of the above may include, but are not necessarily limited to, situations where students feel that they received an inappropriate grade in a particular course or academic policy was misapplied. They do not include questions concerning admission to a program or a specific course selection.

In keeping with the intent and spirit of this Procedure, it is incumbent upon all parties involved to show respect, civility, restraint, and professionalism in their efforts to resolve complaints. It is incumbent upon faculty members and students to arrange meetings and conferences with each other in good faith and to communicate decisions within established time frames to all concerned parties.

#### C. Conflict Resolution policy

##### General Guidelines

1. Students are encouraged to direct their concerns to the faculty member with whom their complaint exists. However, in the event that these efforts fail, the *Conflict Resolution Procedure* provides guidelines and procedures for resolving the conflict.
2. This Procedure is not to be used for complaints of admission. These concerns are to be directed to the College Registrar, and subsequently to the College Admissions Committee.

3. This Procedure is not to be used for complaints of *alleged discrimination or sexual harassment*. These concerns are to be directed to the College Equity Officer, and subsequently another College Procedure for resolution.
4. This conflict resolution process may only be initiated by the affected student and not by third parties in a representative capacity.
5. Students, faculty, and supervisors are encouraged to communicate directly and openly to resolve conflicts at the lowest possible level. However, a designated College counselor acting in the capacity of *student advocate* may serve as an additional resource for the student during the resolution process.
6. The time limits provided in this Procedure shall be strictly observed by all parties, unless extended by written agreement of the parties. The number of days indicated at each step will be considered as the maximum and every effort will be made by the parties to expedite the process. Failure of the student to process the conflict/complaint within the time limits herein provided shall result in the dismissal of the complaint. Failure of faculty, supervisory employees or the administration to process the complaint within the time frames provided shall entitle the student to proceed to the next step of the Procedure.
7. The written conflict/complaint of the student must state pertinent facts in enough detail to enable an otherwise uninformed third-party to determine from the document the academic conflict/complaint requiring resolution, assuming the truth of the facts as stated. The written explanation of the conflict/complaint must specify with particularity the relief sought by the student.
8. In each of the procedure steps, working days shall be defined as any day the College is open for business and shall EXCLUDE Saturdays, Sundays, and any holiday the College has published as "College Closed," and in emergency closings.

D. Conflict Resolution Procedure

It is the College's intent to be responsive to its students and their concerns; therefore, the following conflict resolution procedure has been established.

Step One – Informal Procedure

- a. The student and faculty member(s) will meet within ten (10) working days from when the conflict/complaint or sanction imposed occurred; unless the situation warrants immediate attention.
- b. The faculty member will take a positive approach, explain the reasons for any action, grade, or policy which may have contributed to the conflict/complaint, and find a mutually agreeable solution.
- c. In the case of a final grade, the request for a conference must be made in writing by the student within ten (10) working days from the first day of class of the following semester (Fall, Spring, Summer). Within ten (10) working days of receipt of the student's request, the faculty member, or if unavailable, the faculty member's Department Chair, must hold the conference with the student.
- d. The goal of both parties should be to resolve the issue at this level.

Step Two – Informal Procedure

- a. If within ten (10) working days from the initial meeting to resolve the conflict/complaint as provided in STEP ONE, the conflict/complaint is not resolved to the mutual satisfaction of the student and faculty member; or the conflict/complaint involves perceived unfair treatment by the faculty member, the student may request a meeting with the faculty member's immediate supervisor – the Department Chair (or another Academic Affairs administrator designated by the Vice President, Academic Affairs, if the conflict/complaint is with the Department Chair).
- b. The student and the Department Chair or designated administrator shall meet within ten (10) working days from the date when the student and faculty member determine that the conflict/complaint has not been resolved as provided in STEP TWO, Part a.
- c. The Department Chair or designated administrator will then meet with the faculty member no later than five (5) working days from the date he/she met with the student; unless the situation warrants immediate attention.

Note: As part of the Procedure, the Department Chair or designated administrator may also consult with his/her supervisor, the Vice President, Academic Affairs, the College Director of Human Resources and/or the College Equity Officer to assure equitable treatment and adherence to College Policies and state and federal laws as related to the conflict/complaint in question.

- d. Within five (5) working days after the meeting with the faculty member, the Department Chair will issue a verbal decision to the student.
- e. The goal of the three parties should be to resolve the issues at this level.

Step Three – Informal Procedure

- a. If the resolution of the Program Director does not resolve the conflict/complaint to the satisfaction of the student, the student may request in writing to proceed to Step Three and shall submit the written complaint to the next higher level of supervision, with a copy to the Vice President, Academic Affairs. The submission of the written conflict/complaint at this Step Three is due within five (5) working days of the student and faculty member's receipt of the findings of the Department Chair or designated administrator in Step Three, including documentation of the dates when the student initially met with the faculty member, and the subsequent meeting with the Department Chair or designated administrator.
- b. Upon receipt of the formal written conflict/complaint, the supervisor of the Department Chair must schedule a meeting with the student within five (5) working days to discuss the conflict/complaint. As part of the Procedure, the supervisor will consult with the faculty member, Department Chair or designated administrator, to assure equitable treatment and adherence to College policies and state and federal laws as related to academic due process. Within 10 (10) working days after the meeting with the student, the supervisor will issue a decision in writing to student, the faculty member, and the Department Chair or designated administrator, with a copy to the Vice President Academic Affairs.



#### Step Four – Formal Procedure

- a. The student may within five (5) working days of receipt of the disposition of Step Three request in writing to proceed to Step Four in which the Vice President Academic Affairs shall investigate the conflict/complaint. The student shall submit such written request with a summary of findings at Step Two and Three.
- b. The Vice President will meet with the parties directly involved to facilitate a resolution or gather further information from the parties and other resources as needed. The Vice President's investigation shall be conducted confidentially and any individuals interviewed in the course of the investigation shall be advised to maintain such confidentiality.
- c. A written finding will be given within ten (10) days of completion of the investigation by the Vice President, Academic Affairs. A copy of the findings will be provided to all parties and the Vice President of Student Development and Enrollment Services.
- d. The decision of the Vice President, Academic Affairs shall be the final settlement of the conflict/complaint.

### **Student Request for Conflict Resolution as related to Administrative Policies and Procedures (Rule 6HX14-4.14.02 / Procedure 4.14.02)**

#### A. Definition

For the purposes of this Procedure a "conflict" or "complaint" is defined as the allegation by a State College of Florida, Manatee - Sarasota student in such instances where the student finds it necessary to secure a resolution to an administrative, non-academic concern including, but not limited to, incorrect assessment of fees, registration or records errors, or advisement issues.

#### B. Purpose & Conditions for a Conflict Resolution Procedure

State College of Florida, Manatee - Sarasota (SCF) strives to maintain a professional work and academic environment where all students, staff, faculty and other members of the collegiate community are treated with respect and dignity. The goal of the College is to provide an academic and institutional climate that is conducive to learning and working productively. To that end, the purpose of this Procedure is to:

1. Provide students with a complaint mechanism for their perceived conflicts/complaints.
2. Assure students that there will be no retaliation for pursuing the resolution of their conflict/complaint.
3. Provide students with:
  - a. Assurance that policies are applied consistently and equitably;
  - b. An effective method to present concerns to faculty and administration for resolution internally.
  - c. A process that provides a prompt, thorough and impartial investigation.
  - d. The potential for resolution at the lowest level possible.
  - e. Assurance that confidentiality will be maintained to the extent possible within legal requirements.

The burden of proof needed to substantiate the merits of an administrative, non-academic complaint shall rest with the student. Therefore, the student must demonstrate:

- a. The presence of a wrong or loss;

- b. That the specific alleged incident caused damage;
- c. That there is remedy available to right the wrong.

Examples of the above may include, but are not, necessarily limited to, situations or actions where students feel that they were inappropriately assessed a fee, their transcript does not reflect all appropriate documentation, or their “residency” classification is incorrect.

In keeping with the intent and spirit of this Procedure, it is incumbent upon all parties involved to show respect, civility, restraint, and professionalism in their efforts to resolve conflicts and complaints. It is incumbent upon all administrative staff, faculty and students to arrange meetings and conferences with each other in good faith and to communicate decisions within established time frames to all concerned parties.

### C. Conflict Resolution Policy

#### General Guidelines:

1. Students are encouraged to direct their concerns to the college employee with whom their conflict/complaint exists informally. However, in the event that these efforts fail, the *Conflict Resolution Procedure* provides the guidelines and procedures for resolving the conflict.
2. This Procedure is not to be used for complaints of admission to an academic program. These concerns are to be directed to the AVP, Enrollment Services, and subsequently to the College Admissions Committee.
3. This Procedure is not to be used for complaints of alleged *harassment or discrimination*. These concerns are to be directed to the College Equity Officer, and subsequently another College Procedure for resolution.
4. This conflict resolution process may only be initiated by the affected student and not by third parties in a representative capacity.
5. Students and college employees are encouraged to communicate directly and openly to resolve conflicts at the lowest possible level. However, a designated College \_advisor from Student Services may serve as an alternate contact to the College employee in the event that the college employee is not available, and/or a situation warrants immediate attention.
6. The time limits provided in this Procedure shall be strictly observed by all parties, unless extended by written agreement of the parties. The number of days indicated at each step will be considered as the maximum and every effort will be made by the parties to expedite the process. Failure of the student to process the conflict/complaint within the time limits herein provided shall result in the dismissal of the complaint. Failure of faculty, supervisory employees or the administration to process the complaint within the time frames provided shall entitle the student to proceed to the next step of the Procedure.
7. The written conflict/complaint of the student must state pertinent facts in enough detail to enable an otherwise uninformed third-party to determine from the document the administrative non-academic conflict/complaint requiring resolution, assuming the truth of the facts as stated. The written explanation of the conflict/complaint must specify with particularity the relief sought by the student.

8. In each of the Procedure steps, working days shall be defined as any day the College is open for business and shall EXCLUDE Saturday, Sundays, any holiday the College has published as "College Closed," and emergency closings.

#### D. Conflict Resolution Procedure

It is the College's intent to be responsive to its students and their concerns; therefore, the following conflict resolution procedure has been established.

##### Step One – Informal Procedure

- a. The student and college employee will meet within ten (10) working days from when the conflict/complaint occurred; unless the situation warrants immediate attention.
- b. The college employee will take a positive approach, explain the reasons for any action, documentation, or policy which may have contributed to the complaint, and seek a mutually agreeable solution.
- c. The goal of both parties should be to resolve the issues at this level.

##### Step Two – Informal Procedure

- a. If within ten (10) working days of the initial meeting to resolve the conflict/complaint as provided in STEP ONE, the conflict/complaint is not resolved to the mutual satisfaction of the student and college employee, or the conflict/complaint involves treatment by the college employee that is perceived by the student as unfair; the student may request a meeting with the employee's department supervisor (coordinator, director of department).
- b. The student and the department supervisor must meet within ten (10) working days from the date the student and the college employee determine that the conflict/complaint has not been resolved as provided in STEP TWO, part a.
- c. The department supervisor will then meet with the college employee no later than five (5) working days from the date he/she met with the student; unless the situation warrants immediate attention.
- d. Within five (5) working days after the meeting with the college employee, the department supervisor will issue a verbal decision to the student.
- e. The goal of the three parties should be to resolve the issues at this level.

##### Step Three – Formal Procedure

To pursue Step Three, if the matter is not resolved at Step Two, the option below must be followed.

- a. If the resolution of the department supervisor does not resolve the conflict/complaint to the satisfaction of the student, the student may within five (5) working days of receipt of the disposition at Step Two, request in writing to proceed to Step Three in which the Vice President, Student Affairs shall investigate the conflict/complaint. The student shall submit such written request to Step Three of the procedure with a summary of the oral findings at Steps One and Two.
- b. The Vice President, Student Affairs will meet with the parties directly involved to facilitate a resolution or gather further information from the other sources as needed. The

Vice President's investigation shall be conducted confidentially and any individuals interviewed in the course of the investigation shall be advised to maintain such confidentiality.

- c. A written finding will be given within ten (10) working days of completion of the investigation by the Vice President, Student Affairs. A copy of the findings will be provided to all parties, the President of the College and/or members of the President's Executive Council as appropriate.

#### Step Four – Formal Procedure (Conflict Resolution Committee)

- a. The student may, within five (5) working days of receipt of the written disposition of STEP THREE, request in writing to proceed to Step Four in which the College Administrative Conflict Resolution Committee shall investigate and adjudicate the request.
- b. Within ten (10) working days of receipt of the student's request, the Vice President, Student Affairs will convene the College Administrative Conflict Resolution Committee and provide the Committee with the original conflict/complaint allegations and written responses. The Committee will have fifteen (15) working days to conduct the investigation and a Hearing.
- c. The College Administrative Conflict Resolution Committee shall render its decision after completion of the Hearing. The Committee may accept or reject, in whole or part, or may modify the findings and conclusions. Within ten (10) working days of the Hearing the Committee shall make a written report of its decision to the student, college employee, department supervisor, President of the College and/or members of the President's Executive Council as appropriate.
- d. The decision of the College Administrative Conflict Resolution Committee shall be the final settlement of the conflict/complaint.

#### E. College Administrative Conflict Resolution Committee

##### 1. Composition

Membership of the College Administrative Conflict Resolution Committee shall consist of two full-time faculty members; one career member; and one administrative/professional staff member, all of whom will be selected by the College President from the College's Conflict Resolution Pool; plus one student selected by the respective campus Student Government Association; the Vice President, Student Affairs who will be a non-voting member. The Executive Director, Human Resources will be the non-voting chairperson of the Committee. Student members shall serve for no more than one calendar year.

##### 2. Training Program

The College will provide a training program for those persons who agree to serve on the Administrative Conflict Resolution Committee to familiarize them with the College Regulations, procedural and substantive due process, and the role of the Committee.

##### 3. Prior Knowledge or Bias

Any Committee member having personal knowledge of the matter to be heard, or a bias or conflict with respect thereto, may disqualify himself/herself, or may be disqualified by a vote of

three members of the committee. Alternates may be appointed by the College President as required.

#### 4. Hearing Guidelines

- a. The Executive Director, Human Resources will convene the Committee, and the Vice President, Student Affairs will provide information related to the case. Five members of the Committee will constitute a quorum. One member of the quorum must be a student.
- b. The College Administrative Conflict Resolution Committee shall not be bound by the technical rules of evidence, but may hear and receive any testimony of evidence which it deems is relevant and material to the conflict/complaint.
- c. Only the primary parties in interest (and their advisors; if any) and members of the Administrative Conflict Resolution Committee will be permitted to be present throughout the Hearing.
- d. A College advisor from Student Services acting in the capacity of *student* advocate will be available as a resource for the student during the entire Hearing process. The student also has the right to a non-SCF employee advisor of his or her choice, to act in an advisory capacity only. Advisors may not speak for or take the place of the student. Committee members may address questions to all witnesses of those parties involved. Witnesses will be called individually during a Hearing, and once they have completed their testimony, they will be required to leave the room. All parties shall have the right to offer and examine evidence and to offer and cross-examine witnesses.
- e. The College will transcribe the proceedings at the Hearing at their own cost. All parties shall have reasonable access to such record at the requestor's expense.
- f. When the chairperson determines, that all evidence, statements, and relevant presentations have been received and reviewed, the primary parties in interest will be entitled to make closing statements.
- g. The Administrative Conflict Resolution Committee will convene in closed session to determine a resolution to the conflict/complaint.
- h. The decision of the Administrative Conflict Resolution Committee shall be the final settlement of the adjudication process, and as such, the final step in the resolution of the conflict/complaint.



# HEALTH PROFESSIONS FORMS

You will be required to sign  
copies of the forms in this  
section to enroll in any of the  
Health Professions Programs

Your Signature acknowledges  
adherence to the policies and  
procedures of the health program  
in which you are enrolled.

**State College of Florida, Manatee-Sarasota  
Health Professions Programs**

**Laboratory Experiences Informed Consent**

During the laboratory sessions of any of the Health Professions Programs students will participate in various activities and simulations as both the patient/client and the practitioner. Each type of participation provides valuable learning for students.

As a student enrolled in this program, you will participate in these experiences unless there is a medical/health reason that precludes your participation. It is your individual responsibility to inform the laboratory instructors of any condition which might affect your participation. At that time, a decision will be made relative to your involvement/participation in laboratory activities and/or continuation in the program.

While acting as a patient/client in a laboratory activity, if a student experiences unusual discomfort, it is the student's responsibility to inform instructors immediately.

Physical contact during laboratory activities and simulations will be expected during laboratory sessions. If physical contact poses a problem, it is the student's responsibility to discuss this with the course instructor to create strategies related to involvement/participation in laboratory activities and/or continuation in the program.

I, \_\_\_\_\_, understand the above information and recognize that it is my responsibility to inform a laboratory instructor of any known medical/health reason which may preclude my participation either acting as a patient/client provider or practitioner during activities and simulations during this health science program, including eligibility for continuation in the program.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Print Name**

**Please indicate which program you are enrolled in:**

Dental Hygiene     Nursing     OTA     PTA     Radiography

Revised: 2014  
Reviewed: 2015, 2016

**State College of Florida, Manatee-Sarasota  
Health Professions Programs**

**Release for Photography/Video/Voice Use**

As a student in one of the colleges health professions programs, I understand that there may be occasions where audiovisual images of students participating in the activities of the programs may be taken for use as a part of various college related publications, presentations, etc.

I hereby grant State College of Florida, their legal representatives and assigns, the right and permission to publish, without charge, and use photographic pictures, broadcast videotaped or filmed footage, including audio of myself (or the minor) taken while I am a student or a participant in one of the college's health science programs.

These pictures/videos/audios may also be used in any medium for purposes of editorial use, advertising, display, reproduction, or publication in any other manner. I hereby warrant that I (or the undersigned parent/guardian) am over 18 years of age and am competent to contract in my own name insofar as the above is concerned.

Name of Person in Image: \_\_\_\_\_  
Please Print

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Signature \_\_\_\_\_ Date: \_\_\_\_\_  
Student or Guardian

**Please indicate which program you are enrolled in:**

\_\_\_\_\_ Dental Hygiene    \_\_\_\_\_ Nursing     OTA    \_\_\_\_\_ PTA    \_\_\_\_\_ Radiography

Revised: 2014  
Reviewed: 2015, 2016



**State College of Florida, Manatee-Sarasota  
Health Professions Programs**

**Student Handbook Acknowledgment Form**

I, \_\_\_\_\_, have received, reviewed, and understand the content in this Health Professions Programs Student Handbook. I am aware of and accept my responsibilities to both the college and the program in regard to rules and regulations. I understand that I am to maintain the professional attitudes and behaviors reflected in the guidelines of this Handbook. Furthermore, I understand that this Handbook is subject to revision. Any revisions will be updated in writing, and will become effective upon notification.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Print Name**

**Please indicate which program you are enrolled in:**

Dental Hygiene     Nursing     OTA     PTA     Radiography

Revised: 2014  
Reviewed: 2015, 2016

**State College of Florida  
Health Professions Programs**

**Student Consent Form**

As a student enrolled in an SCF Health Professions Program, I understand that the required clinical experience in various health care facilities may expose me to environmental hazards and infectious disease including, but not limited to Tuberculosis, Hepatitis B, and HIV (AIDS).

State College of Florida carries limited accident insurance on all students enrolled in a clinical course. This insurance is automatically included in the fees paid each semester. However, neither State College of Florida nor any of the clinical facilities used for clinical experience assumes liability if a student is injured or exposed to infectious disease in the clinical facility during assigned clinical experiences, unless the injury/exposure is a direct result of negligence by the college or the clinical facility. As a student, I understand that I am responsible for the cost of health care for any personal injury/illness that occurs during my education. *SCF Strongly recommends that students purchase their own health insurance.*

Every Health Professions Student is required to carry liability insurance and accident insurance while enrolled in clinical courses. This insurance is automatically included in the associated laboratory fees paid each year.

I also understand my responsibility to strictly maintain the confidentiality of all client information, whether personal or medical, as well as keep confidential any information related to the clinical facility. As a Health Professions student, I clearly understand and fully agree, under penalty of law, that I shall never inappropriately access, disclose or reveal in any way, either directly or indirectly, any information from a client's record or related to the care and treatment of any client, except, as needed, to authorized clinical staff. Photography/video of patients/clients as well as discussion of any patient/client information via social media is strictly prohibited and grounds for immediate dismissal. I further agree not to reveal any confidential information about the clinical facility to any third person.

Students are responsible for adhering to the policies and procedures as outlined in the SCF Health Professions Programs Handbook and the SCF Student Handbook.

My signature on this form confirms that I understand and assume responsibility for the inherent risks involved in being a student in a Health Professions Program at State College of Florida, and for adhering to the above policies.

_____	G00# _____
<b>Print Name</b>	
_____	_____
<b>Signature</b>	<b>Date</b>

**Please indicate which program you are enrolled in:**

Dental Hygiene     Nursing     OTA     PTA     Radiography

Revised: 2014  
Reviewed: 2015, 2016

**State College of Florida, Manatee-Sarasota  
Health Professions Programs**

**Graduate Survey Consent**

I, \_\_\_\_\_, hereby, grant permission for the program to survey my employer after six months and one year after graduation, about my job performance as it relates to the specific health profession program outcomes/competencies for which I was prepared in the program.

I understand that the information will be confidential and will only be used for program evaluation and improvement.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
Current email – not SCF email

**Please indicate which program you are enrolled in:**

\_\_\_\_\_ Dental Hygiene    \_\_\_\_\_ Nursing     OTA    \_\_\_\_\_ PTA    \_\_\_\_\_ Radiography

Revised: 2014  
Reviewed: 2015, 2016

**State College of Florida, Manatee-Sarasota  
Health Professions Programs**

**Benefit Waiver**

I, \_\_\_\_\_ as a student enrolled in a program within the  
Student Name – Please Print  
Health Professions Programs, understand that I will be assigned to various clinics/agencies/institutions to complete the program requirements for graduation. I understand and agree that I am not an employee of any assigned facility or State College of Florida for any purpose, and I am not eligible for any employee benefits, including coverage by the Worker’s Compensation Act. I also understand and agree that I shall, at all times, be subject to the policies and regulations of the Clinic/Agency/Institution concerning their operating, administrative and procedural functions.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Print Name**

**Please indicate which program you are enrolled in:**

\_\_\_\_\_ Dental Hygiene    \_\_\_\_\_ Nursing     \_\_\_\_\_ OTA    \_\_\_\_\_ PTA    \_\_\_\_\_ Radiography

Revised: 2014  
Reviewed: 2015, 2016

**State College of Florida, Manatee-Sarasota  
Health Professions Programs**

**FERPA Release for Clinical Affiliation**

\_\_\_\_\_  
**Name of Student**

\_\_\_\_\_  
**Date of Birth**

\_\_\_\_\_  
**G00#**

I, the undersigned, authorize State College of Florida to release records and information relating to grades, course attendance, criminal background check, vaccination/immunization records, TB results, drug screening results, course performance, clinical performance, disciplinary proceedings, and schedules to representatives of all assigned clinical facilities for the purpose of verifying clinical affiliation eligibility and monitoring clinical program progress. I understand that 1) I have the right not to consent to the release of my education records and 2) that this consent shall remain in effect until revoked by me, in writing, and delivered to the Program Director, but that any such revocation shall not affect disclosures previously made by the College prior to the receipt of any such written revocation.

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Course Coordinator**

\_\_\_\_\_  
**Date**

**Please indicate which program you are enrolled in:**

Dental Hygiene

Nursing

OTA

PTA

Radiography

Revised: 2014

Reviewed: 2015, 2016

**State College of Florida, Manatee-Sarasota  
Health Professions Program**

**Safety Sensitive Precautions**

Date: \_\_\_\_\_

\_\_\_\_\_ has been placed on Safety Sensitive Precautions as a result of the following prescription medications:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If at any time the instructor believes that \_\_\_\_\_ is impaired in any way from the prescription drug(s) that may jeopardize the safety of the client, the student will be removed from the clinical and/or the program until satisfactory medical release is received.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

**Please indicate which program you are enrolled in:**

\_\_\_\_\_ Dental Hygiene    \_\_\_\_\_ Nursing     \_\_\_\_\_ OTA    \_\_\_\_\_ PTA    \_\_\_\_\_ Radiography

Revised: 2014  
Reviewed: 2015, 2016

State College of Florida - Health Professions Programs

**Substance Abuse Documentation Form - Observable and Suspicious Behaviors**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Absenteeism**

- Frequent Monday or Friday absences: \_\_\_\_\_
- Multiple unauthorized absences from class or clinical \_\_\_\_\_
- Excessive tardiness: \_\_\_\_\_
- Improbable excuses for absence: \_\_\_\_\_
- Leaving school or the clinical agency early: \_\_\_\_\_
- Prolonged breaks: \_\_\_\_\_
- Frequent trips to the bathroom: \_\_\_\_\_
- Illness on the job or in the classroom: \_\_\_\_\_

**Unexpected Events – Especially resulting in injury or damages**

- Falling asleep in class or clinical: \_\_\_\_\_
- Frequent or unexplained accidents: \_\_\_\_\_
- Any fall or faint or loss of equilibrium or consciousness, which suggests impairment: \_\_\_\_\_

**Confusion and difficulty concentrating**

- Difficulty remembering details or directions: \_\_\_\_\_
- Jobs/projects/assignments taking excessive time: \_\_\_\_\_
- Increasing difficulty with complex assignments: \_\_\_\_\_
- General difficulty with recall: \_\_\_\_\_

**Lowering efficiency**

- Mistakes of judgment: \_\_\_\_\_
- Wasting materials: \_\_\_\_\_
- Blaming or making excuses for poor performance: \_\_\_\_\_
- Deterioration of ability to make sound judgments \_\_\_\_\_
- Spasmodic work patterns or academic performance: \_\_\_\_\_

**Poor relationships with peers**

- Avoidance of others: \_\_\_\_\_
- Hostile/irritable attitude: \_\_\_\_\_
- Reacts rather than responds to others: \_\_\_\_\_
- Overreacts to criticism or correction: \_\_\_\_\_
- Unreasonable resentments: \_\_\_\_\_
- Unpredictable, rapid mood swings: \_\_\_\_\_
- Borrowing money from peers: \_\_\_\_\_

**Physical signs**

- Alcoholic or suspicious breath odors/frequent use of mints/mouthwash: \_\_\_\_\_
- Diaphoresis: \_\_\_\_\_
- Dilated pupils: \_\_\_\_\_
- Abnormal pulse/respirations/BP: \_\_\_\_\_

Person(s) documenting above behaviors: \_\_\_\_\_ Date: \_\_\_\_\_

This list provides examples and is not exhaustive. Please provide additional comments as needed.

Health Professions  
Division  
Student Handbook  
Policies Specific to  
the



Occupational Therapy  
Assistant Program

2016 - 2018



## Occupational Therapy Assistant

### PROGRAM FACULTY AND ADMINISTRATION

President	Carol Probstfeld, Ed.D.
Vice President of Academic Affairs	Gary T. Russell, M.A.
Dean of Nursing & Health Professions	Beverly Hindenlang, DNP, RN, CNE <a href="mailto:hindenb@scf.edu">hindenb@scf.edu</a>
Program Chair, OTA Program	Debra Chasanoff, MEd, OTR/L <a href="mailto:chasanoff@SCF.edu">chasanoff@SCF.edu</a>
Academic Fieldwork Coordinator/Faculty	TBA
OTA Program Faculty	Diane Griffin, COTA/L <a href="mailto:griffin@scf.edu">griffin@scf.edu</a>
	Barbara Ingram-Rice, OT, LMT <a href="mailto:ingramb@SCF.edu">ingramb@SCF.edu</a>
	Amanda Kotolski, MOT, OTR/L <a href="mailto:kotolsa@scf.edu">kotolsa@scf.edu</a>
	Susan MCCarty, COTA/L <a href="mailto:mccarts@SCF.edu">mccarts@SCF.edu</a>
	Saloni Patel, OTR/L <a href="mailto:saloni-patel@smh.com">saloni-patel@smh.com</a>
	Lora May Swart, COTA/L <a href="mailto:swartl@SCF.edu">swartl@SCF.edu</a>
OTA/ PTA Academic Department Secretary	April Sheely <a href="mailto:sheelya@scf.edu">sheelya@scf.edu</a> 941-752-5346

### ACCREDITATION STATUS

The Occupational Therapy Assistant Program, a two-year associate degree program, is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Graduates of the program will be able to sit for the national certification examination of the occupational therapy assistant administered by the National Board for Certification in Occupation Therapy (NBCOT). After successful completion of the examination, the individual will be a certified occupational therapy assistant (COTA). Most states also require licensure in order to practice: however, state licenses are usually based on the results of the NBCOT Certification Examination.

For more information about occupational therapy contact:

The American Occupational Therapy Association, Inc. (AOTA)  
4720 Montgomery Lane Suite 200  
Bethesda, Maryland 20814-3449  
(301) 652-2682  
[www.aota.org](http://www.aota.org)

Accreditation Council for Occupational Therapy Education (ACOTE)  
c/o AOTA  
4720 Montgomery Lane Suite 200  
Bethesda, Maryland 20814-3449  
(301) 652-2682  
[www.acoteonline.org](http://www.acoteonline.org)

National Board for Certification in Occupational Therapy (NBCOT)  
800 South Frederick Ave., Suite 200  
Gaithersburg, MD 20877-4150  
(302) 990-7979  
[www.NBCOT.ORG](http://www.NBCOT.ORG)

Florida Department of Health  
Board of Occupational Therapy Practice  
2020 Capital Circle SE, BIN #C05  
Tallahassee, Florida 32399-3255  
(850) 487-2098  
<http://www.doh.state.fl.us/mqa/occupational/index.html>

Florida Occupational Therapy Association (FLOTA)  
P.O. Box 5977  
Sarasota, Florida 34277-5977  
954-840-FOTA (3682)  
[www.flota.org](http://www.flota.org)

Florida Occupational Therapy Educational Consortium (FLOTEC)  
<http://www.floteceducation.org>

**State College of Florida**  
**Occupational Therapy Assistant Program**

**PROGRAM PHILOSOPHY**

The philosophy of the Occupational Therapy Assistant Program reflects the mission of the State College of Florida and is guided by measurable standards of institutional excellence by providing an accessible, dynamic learning environment that facilitates the achievement of educational, professional and personal goals through engagement in quality educational opportunities. The program is designed to incorporate concepts from the biological, social and behavioral sciences with professional content to assist the student in obtaining the knowledge and skills to promote and maintain the holistic health of individuals across the lifespan.

Occupational therapy education is firmly established in a shared belief that humans are complex and active beings, influenced by the use of purposeful activity/ occupation. They are involved in an interactive process of continuous adaptation and growth in response to their physical, social and cultural environments. Human beings are capable of influencing their physical and mental health and are seen as actively seeking their highest potential through purposeful activities/occupation. Occupational therapy is based upon these beliefs and uses purposeful activities/occupations to facilitate growth and maximize functional abilities. The goals of occupational therapy are directed towards enhancing the ability of individuals across the lifespan to carry out those tasks and roles that provide satisfaction and independence in daily living.

The occupational therapy assistant works under the direction of an occupational therapist to assist clients in developing or restoring their ability to perform functional/occupational activities essential for adaptation and productivity. The occupational therapy assistant participates in the development of adaptive skills and performance capabilities and is concerned with factors that promote, influence or enhance performance, as well as those that serve as barriers or impediments to the individual's ability to function. The occupational therapy assistant provides service to those individuals whose abilities to cope with tasks of daily living are threatened or impaired by developmental deficits, the aging process, cultural diversity, physical illness or injury, or psychological or social disability. Acknowledging the dignity, worth, and the right of all human beings to have their health needs met, the occupational therapy assistant utilizes specialized knowledge and skills to empower individuals to meet these needs.

The educational program assists the student to integrate scientific principles, to use critical thinking as part of the decision making process, and to act responsibly according to professional standards of practice. The faculty believes that learners in the occupational therapy assistant program are self-motivated adults, diverse in cultural, religious, social, and educational backgrounds and experiences. To best meet the learner's needs the teaching-learning process should be flexible, individualized and collaborative. Learning occurs when it is perceived as relevant by the student and has concurrent application. Students learn best by being active participants in the learning process. This requires that the student engage in the learning experiences which will assist in developing an understanding of occupational therapy and their role as an occupational therapy assistant in assisting the client to achieve an optimum level of independence.

Education for all occupational therapy practitioners is lifelong and dynamic. It includes goal-directed experiences from the cognitive, affective and psychomotor domains. The program is based on the belief that the role of the faculty is to facilitate learning through a multitude of opportunities and experiences and that the role of the student is to seek and develop knowledge, skills and attitudes to prepare them for professional practice. Evaluation of student learning throughout the program is formative and summative.

Following the completion of the program, the practice of the graduate reflects critical thinking, clinical accountability and a commitment to learning and caring. This practice can take place in a variety of health care settings where policies and procedures exist and resources are available. As a member of the discipline, the occupational therapy assistant will practice within an ethical and legal framework and is accountable for making professional decisions. As a professional, the graduate is expected to assume responsibility for continued personal and professional growth and involvement in community partnerships.

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Reviewed: 11/10/99, 6/00, 6/01, 6/03, 6/04, 6/06, 8/08, 4/09, 5/10, 5/12, 5/13, 5/15

## **CURRICULUM DESIGN**

### **DESCRIPTION**

The curriculum is designed as a problem-centered curriculum combining general education and basic science courses with professional course work. The curriculum is structured so that content covered and skills developed are progressive and provide the maximum opportunity for students to synthesize and apply information to function at increasingly higher cognitive, affective and psychomotor levels. Learning activities are based upon a “Learn it, Try it, and Apply it” principle. Course sequencing is predicated upon the supposition that occupational therapy intervention is based upon an awareness of and appreciation for normal development as well as the consequences of deviations from, that which is viewed as “normal”. Knowledge and skills, which are learned at early levels, provide the substratum for problem solving, complex thinking and physical capabilities. Concepts that are introduced early in the curriculum are used over again as a base for more complex thinking and problem solving. The curricular threads that link each semester through didactic and interactive learning include: problem solving and critical thinking, the concept of occupation, normal development and human function throughout the lifespan, utilization of communication and the development of professional behaviors. General education courses must be completed by the semester identified in the program curriculum but may also be taken and successfully completed prior to entering into the OTA program. All occupational therapy courses must be taken in the specific sequence of the program curriculum.

Students progress through an integrated program of didactic, laboratory and fieldwork experiences. Essential knowledge is discussed prior to the application of knowledge in the laboratory and fieldwork settings. Through an initial exposure to occupational therapy, the curriculum provides the student the opportunity to explore areas of normal conditions as well as those that deviate from what we have come to expect as “normal”. The concept of occupation is introduced and expanded as the student progresses through the program as the basis for all we do in our lives and the professions unique focus on in the treatment process. Communication techniques are discussed with a focus of how they are influenced by client factors, body functions, body structures, context and activity demands. The program is

designed to introduce more difficult concepts early in the program to allow for repetition to allow the student to use this knowledge and skills in various contexts related to occupational therapy assessment and treatment.

In the second year of the program, the students are enrolled in only the Occupational Therapy Assistant Program professional level courses. This requires an increase the student's dedication and motivation, as the student becomes entrenched in the progression of knowledge and experiences toward the goal of becoming an occupational therapy assistant. The fieldwork experience provides the reality of experiencing conditions that are discussed in the classroom and laboratory and working in fieldwork settings enables the student to utilize their knowledge and skills in a problem-oriented environment. As the student develops their skills in problem solving and critical thinking, the expectations for performance increase in preparation for the final fieldwork experiences. The integration of the fieldwork with classroom and laboratory experiences provides the student an opportunity to not just learn information but to truly develop the skills needed for occupational therapy practice.

Throughout the program, faculty maintain a collaborative and problem-focused relationship with the student promoting communication and independent thinking. Opportunities are provided to allow the student to demonstrate their skills and knowledge within a structured environment that provides resources and support. The relationship developed between the student and faculty is a role model for future OT-OTA and client-therapist relationships.

The curriculum is based on an understanding of current concepts of occupational therapy practice to promote comprehensive care for individuals throughout the lifespan. Successful completion of each semester's coursework is prerequisite for the succeeding semester. The curriculum design also provides a framework for ongoing program evaluation by faculty, students and clinicians in the community.

## **JUSTIFICATION FOR COURSE SEQUENCING**

### **PREREQUISITE COURSES**

Students must complete a minimum of three general education courses prior to beginning the occupational therapy assistant classes. *Anatomy and Physiology I* provides an integrated study of human anatomy and physiology, including the structure and function of cells, tissues, skin, musculoskeletal and nervous systems. This course provides the beginning framework for future course work. Occupational therapy is based on the normal development process and is concerned with human function throughout the lifespan.

*Mathematics (Area II, A.S)* includes a variety of courses which focus on the study of real numbers, equations, exponents, factoring and graphing, logic, counting principles, probability and statistics, sequencing and patterns, and application. Students may choose a mathematics course from Area II.A.S providing a link between their previous educational experiences and the occupational therapy assistant program. Mathematics enables the student to develop effective mathematical and perceptual skills emphasizing problem solving, data interpretation, relationship of groups and the use of quantitative information which will assist in the development of management of occupational therapy services especially related to data collection for quality assurance and evidenced based practice. *General Psychology* provides an introduction to the scientific study of behavior, principles of motivation, emotions, perception, learning, memory, thinking, personality and the biological basis of behavior. The course provides insight into behaviors and emphasizes the problem-centered curriculum as it lays the foundation

for understanding behaviors seen in the clinical environment. It assists the student to develop effective communication skills and understand individuals within a culturally diverse population as well as helping the student to better understand their own individual reactions to working in a fieldwork environment and working with individuals with disabilities.

#### FIRST SEMESTER

Students may complete prior to or must concurrently take specific general education, which correlate with the occupational therapy assistant courses to utilize prior knowledge. *Anatomy and Physiology II* completes the introduction to structure, processes and regulation of the body systems. As the student is able to comprehend and visualize normal body functioning, he/she will be able to better understand deviations from normal development and the effects these deviations have on the body's ability to function. *Human Development: Life Span* introduces the student to the physical, cognitive, psychological, social and multicultural aspects of the individual and the family throughout the lifespan. Theories using information from psychology as well as biology, sociology and anthropology are discussed to allow for understanding, predicting and explaining human behavior.

*Introduction to Occupational Therapy* acquaints the student with the field of occupational therapy with concentration on the history, philosophy, and underlying concepts of practice, theories and frames of reference utilized in occupational therapy. It also introduces the student to the health care delivery system and the broad spectrum of the rehabilitation field and rehabilitation team as well as providing the initial introduction to the OT Practice Framework, documentation, vital signs, wheelchair safety, patient care skills in handling, positioning and mobility, standard precautions and medical terminology. The laboratory component of this course provides an opportunity for students to practice these basic skills as well as interact with each other to begin to develop communication skills for interaction with clients, practice basic patient care skills and develop a comfort level with handling and touching patients. *Functional Anatomy & Kinesiology* is designed to explore the principles of kinesiology which are core to the understanding of occupational therapy treatment. This course will assist the student to apply principles from the biological sciences to the biomechanical principles of human movement utilized in the performance in areas of occupation. The focus is on performance skills, performance patterns, and the influence of context, activity demands and client factors. Students begin to experience how to be comfortable with the therapeutic use of touch and being touched by others. The laboratory experiences provide hands-on experiences to further enhance student understanding and the applications of these principles using a problem-based approach.

#### SECOND SEMESTER

This semester continues to build on the prior knowledge attained during the first semester. *Written Communication I* focuses on development in the discipline of writing prose, including learning to use library resources. This provides the framework for documentation and note writing in a clinical chart, as well as a background for organizing and presenting information to clients and client care team members.

*Occupational Therapy During the Growth Years* provides a thorough background in the prevalent disabilities occurring during the ages from birth to 20 years. Planning and implementation of occupational therapy treatment for each pediatric disability is discussed in relation to the theoretical information necessary to determine the application of practical, "hands-on" treatment. Concepts presented in OTH 1001 are expanded upon in relation to pediatric practice

including the Occupational Therapy Practice Framework, frames of references, the treatment planning process, documentation, and the relationship of occupational therapy to other disciplines in the pediatric practice settings. This course also provides an opportunity for the student to have a fieldwork experience in occupational therapy in a pediatric setting one day per week. The student will observe and participate in occupational therapy treatments within a pediatric setting. The integration of the fieldwork experience with the classroom/lecture experience provides an opportunity to link the theoretical learning with real life situations. One hour per week is dedicated to discussion of the fieldwork experiences as well as issues related to the psychosocial aspects of health care including communication; recognizing beliefs, values, cultures; understanding the roles, needs and responsibilities of families; client-professional collaboration and collaborative treatment planning.

*Occupational Therapy Skills and Techniques I*, enables the student to integrate theoretical and practical knowledge in the lecture and laboratory settings. Laboratory activities are designed to develop skills in occupational therapy treatment techniques which are utilized in the treatment of dysfunction in during the growth years including wheelchair transfers and mobility, assistive technology, handling and positioning, orthotics, and the development of intervention utilizing functional occupations/activities. It also fosters the students' ability to work and communicate together inter-professionally as a team member and to develop a comfort level with the use of therapeutic touch and working in close proximity to another individual. The role of the supervisor is incorporated into laboratory activities to facilitate an understanding of professional relationships between the occupational therapist and the occupational therapy assistant.

*Occupational Therapy During the Growth Years* and *Occupational Therapy Skills and Techniques I* are designed as co-requisite courses to blend the theoretical and practical skills. They provide a thorough background in the prevalent disabilities occurring during the growth years and the planning/implementation of occupational therapy interventions. Content learned in each course is utilized in both courses to facilitate critical thinking and problem solving abilities in the treatment planning process. *Occupational Therapy During the Growth Years* also provides a Level I fieldwork experience where students will observe and participate in occupational therapy treatments in a pediatric setting. One hour per week is dedicated to discussion of the fieldwork experience as well as issue related to the psychosocial aspects of health care including communication, recognition of beliefs, values, cultures; understanding of the roles, needs and responsibilities of families; client-professional collaboration and interprofessional collaboration in intervention planning.

*Introduction to Human Disease* will prepare the student to understand the pathophysiological conditions frequently treated in occupational therapy. Content from Anatomy and Physiology I and II are an integral part of this course. Problem solving and critical thinking are incorporated into discussions of various diagnoses throughout the semester via the process of "think like an OT". This course provides a theoretical base for developing appropriate treatment programs in subsequent semesters and being able to participate more fully in fieldwork experiences.

#### SUMMER SESSION

The student will be provided with the option of taking *Written Communication II* or *Fundamentals of Speech Communication* to enhance written and/or oral communication skills. *Written Communication II* provides the opportunity to enhance written communication skills which can be applied to documentation in medical records and specific written assignments.

*Fundamental of Speech Communication* provides an opportunity for the student to develop and improve oral communication skills. The *Humanities* elective enables the student to develop a humanistic approach to health care delivery through the understanding and appreciation of cultural activities such as art, music, literature and drama as expressions of personal and social experiences. The study of humanities allows the student a greater understanding of human welfare, values and dignity as well as providing the student the opportunity to participate in creative activities.

### THIRD SEMESTER

*Occupational Therapy for the Physically Disabled* and *Occupational Therapy In Mental Health* focus on the study of the prevalent disabilities occurring during the adult years with discussion of treatment methodologies and the theories underlying occupational therapy treatment. The student will develop a knowledge base to anchor and carry out occupational therapy treatment techniques in a variety of mental health and physical disability settings working with both individuals and groups. Knowledge from previous course work is incorporated in the treatment planning process for adults. The student will have opportunities to develop problem solving skills by combining and integrating knowledge from previous courses with new knowledge to provide appropriate occupational therapy treatment. Utilizing evidenced based treatment related to case based scenarios, the student will begin to better understand the role of the OTA when interacting with the clients.

*Occupational Therapy Skills and Techniques II* provides opportunities for analysis of occupational therapy treatment techniques utilized in the treatment of physical and psychosocial dysfunction during the adult years. Throughout the semester, students will have opportunities to develop problem solving and critical thinking skills, communication skills, an understanding of occupation and activity analysis and professional behaviors by combining knowledge from the pediatric courses with content related to the adult population in planning and implementing appropriate occupational therapy treatment. Laboratory activities focus on skills needed for treatment in both individual and group setting and enhance professional behaviors as leadership skills emerge. It will provide opportunities for the student to utilize their communication skills with the teaching learning process to develop skills in presentation of activities to individuals with different skill levels and learning styles. It provides the student with a frame of reference with which to observe and participate in patient/client treatment of adults in *Occupational Therapy Practicum*.

*Occupational Therapy Practicum* will provide practice of occupational therapy skills and techniques in the areas of physical disabilities and psychosocial dysfunction with adult clients. Fieldwork will promote student competence in skilled observations, communication skills, critical thinking, problem solving, client intervention, and working as a part of the inter-professional team. The integration of this fieldwork experience within the course structure provides the student opportunities for linking content taught in core semester courses with real life clinical situation. Students begin to appreciate how information learned in earlier semesters provides the building blocks for problem solving in successive semesters and experience learning as an ongoing process. Fieldwork will be an integral aspect of learning, linking theory and practice throughout the practice areas of occupational therapy. Fieldwork seminar will provide opportunities for the students to network with each other, to understand and utilize the supervision process, to express feelings and concerns about working with disabled individuals, to understand the differences in people and in fieldwork settings and to learn about the therapeutic use of self. Weekly discussions will also focus on communication, client-



professional collaboration, inter-professional collaboration, motivation, the role of the family in treatment, advocacy for the client and influence of beliefs, issues related to accountability of services and standards for reimbursement as well as the impact of values and culture on the treatment process.

Fieldwork seminar will be incorporated into the laboratory component of *Occupational Therapy Practicum*. This will provide opportunities for the students to network with each other, to understand and utilize the supervision process, to express feelings and concerns about working with disabled individuals, to understand the differences in people and in fieldwork settings and to learn about the therapeutic use of self. Weekly discussions will also focus on communication, client-professional collaboration, motivation, the role of the family in treatment, advocacy for the client, and influence of beliefs, values and culture on the treatment process.

#### FOURTH SEMESTER

During the last semester, fieldwork practice assumes the forefront of the students' time and energy. Students are in a fieldwork setting four and one half days per week and will attend classes at the college one afternoon per week.

*Supervised Clinical Practice I* and *Supervised Clinical Practice II* will be completed in two distinct fieldwork settings. These courses are designed to integrate all academic and clinical knowledge in the practical application of occupational therapy theory and treatment techniques in a variety of settings to deliver occupational therapy services. Fieldwork placements will be determined with input from the student related to their interests and the availability of fieldwork sites. These experiences are designed to promote problem solving abilities and clinical reasoning appropriate to the occupational therapy assistant role, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities. Students will have the opportunity to utilize their knowledge base and previously learned skills within the fieldwork setting. Upon satisfactory completion of each fieldwork experience, the student will be able to demonstrate the competence of an entry-level occupational therapy assistant.

*Seminar for Clinical Practice* further develops the student's ability to understand supervision and the supervisory process, how to utilize this process to enhance their learning and foster client intervention, and the principles of organization and administration. Through discussion of their fieldwork experiences students will learn how to utilize each other's abilities to plan effective interventions, to enlarge their repertoire of intervention activities through learning what is effective from each other, to achieve a more complete understanding of supervision and the supervisory process, to learn how to deal with problematic situations, and to express feelings and concerns about their fieldwork settings in a constructive manner. During this semester, students also will begin to more effectively utilize and appreciate textbooks as a research tool as they search for intervention related ideas, and utilize other resources concerning client care and the disease processes, and to actively seek out other resources as they experience the desire to broaden their knowledge base to better understand how scholarly activity and literature contribute to the development of this profession and for the foundation of evidenced based practice. A review of licensure, certification requirements, resume writing, responsibilities for continuing education and clinical competency and professional organizations with membership responsibilities will complete the transition from student to professional.

The Occupational Therapy Assistant Program curriculum at the State College of Florida has been designed to provide students with a progression of basic theoretical knowledge in combination with clinical application in a variety of fieldwork settings, with individuals of varying disabilities throughout the lifespan while promoting the development of professional behaviors, critical thinking and communication skills. Upon graduation, the student will be prepared to complete all certification and licensure requirements to enter the professional community. The graduates upon assuming their role in the professional community will be expected to assume responsibility for continued personal and professional growth.

Developed: 12/8/97  
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Reviewed: 11/10/99, 6/15/00, 6/03, 6/08, 9/09, 5/13, 5/15

## **MISSION STATEMENT**

The mission of the occupational therapy assistant program is to serve the community through the graduation of competent and caring health care professionals. The program provides an engaging and accessible learning environment which facilitates the maturation of skills in critical thinking, communication, self-expression and problem solving necessary in the health care environment. A variety of teaching/learning methods are incorporated in an active learning environment to be innovative and responsive to the diversity in student abilities, interests and motivation. The program is designed for student success and community prosperity by maintaining current standards of occupational therapy practice and enhancing the availability of occupational therapy services through workforce training and community partnerships.

*Developed:* 12/97  
*Revised:* 2/99, 6/02, 5/05, 9/10, 5/16  
*Reviewed:* 11/99, 6/00, 6/01, 6/03, 5/04, 6/06, 5/07, 6/08, 4/09, 5/11, 5/12, 5/14, 5/15

## **PROGRAM GOALS**

**The goals of the occupational therapy program are to:**

- ◆ Develop and implement a comprehensive educational program which includes general education and broad based professional coursework designed to develop humanistic values, critical thinking, problem-solving abilities, language competence, communication skills, and a sense of ethics crucial for graduates entering the profession.
- ◆ Ensure the graduate has been educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
- ◆ Ensure the graduate has achieved entry-level competence through a combination of academic and fieldwork education.
- ◆ Prepare the graduate to articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, school workplace, community and other settings.

- ◆ Prepare the graduates to be able to apply occupational therapy interventions to address the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being and quality of life.
- ◆ Prepare graduates for qualifying examinations required for certification as a condition for licensure and employment.
- ◆ Ensure the graduate understands the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process and practice.
- ◆ Prepare the graduate to effectively communicate and work inter-professionally with those who provide care for individuals and/or populations in order to clarify each member's responsibility in executing components of an intervention plan.
- ◆ Uphold the ethical standards, values and attitudes of the occupational therapy profession.
- ◆ Promote life-long learning to meet the needs of a diverse and changing world while keeping current with the best practice.
- ◆ Provide students with learning experiences in well-equipped laboratories reflecting state-of-the-art technology.
- ◆ Ensure a smooth transition between academic experiences and clinical practice using fieldwork experiences in diverse treatment settings.
- ◆ Provide educational advisement and resources to support students throughout the program.

Developed: 12/97

Revised: 6/06/02, 5/05, 6/11, 5/12, 5/16

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## **PERFORMANCE OBJECTIVES**

Upon successful completion of the Occupational Therapy Assistant Program, the graduate will be able to:

1. Use knowledge and skills to provide optimal occupational therapy services for culturally diverse clients throughout the lifespan.
  - 1.1. Demonstrate knowledge of occupation and how engaging in occupations can be used to affect human performance and the effects of disease and disability.
  - 1.2. Assist the Occupational Therapist in gathering assessment data through the use of interviewing skills, screening mechanisms, and testing procedures.
  - 1.3. Collaborate with the client, significant others, therapist, and other members of the health team to develop an individualized plan of care.
  - 1.4. Select, adapt and sequence relevant purposeful activities related to the plan of care correctly by engaging clients in occupations focusing on the interaction of performance

- in areas of occupation including performance skills, performance patterns, context, activity demands and client factors.
- 1.5 Employ logical thinking, critical analysis, problem solving and creativity in the occupational therapy process.
  - 1.6 Demonstrate an understanding of the use of technology to support performance, participation, health and well-being.
  - 1.7 Identify individual client needs and use available resources to assist in meeting those needs.
  - 1.8 Establish a client-professional relationship to engage in a collaborative treatment planning process
  - 1.9 Participate with the client, significant others, therapist, and other members of the health team in evaluating the individual's progress toward meeting identified goals.
  - 1.10 Acknowledge and understand the importance of engagement in occupation to support participation in context or contexts to promote the achievement of health and wellness.
  - 1.11 Demonstrate an appreciation for the individual's perception of quality of life, well-being, and occupation to promote health and prevention of injury and disease.
  - 1.12 Recognize the effects and contributions of beliefs, values and cultures as well as the roles of family in the treatment process.
  - 1.13 Implement group interventions based on principles of group development and group dynamics across the lifespan.
  - 1.14 Facilitate discharge planning including identification of community, human and fiscal resources; recommendations for environmental adaptations; and home programming.
  - 1.15 Describe the contexts of health care, education, community, and social systems as they relate to the practice of occupational therapy.
  - 1.16 Be prepared to advocate as a professional for the occupational therapy services offered and for the recipients of those services.
2. Use the processes of communication, organization, and collaboration to assist in managing occupational therapy services.
    - 2.1 Establish positive professional relationships in the health care setting.
    - 2.2 Use communication skills in interacting with clients and their significant others to foster the individual's progress toward meeting identified goals.
    - 2.3 Communicate orally and document in writing, client responses to intervention techniques utilized in treatment.
    - 2.4 Demonstrate effective management skills in planning and implementing occupational therapy activity programs.
    - 2.5 Utilize the teaching-learning process with the client, family and other colleagues, other health providers and the public with collaboration with the occupational therapist and learner to identify appropriate educational methods.
    - 2.6 Understand the models of health care, education, community and social systems as they relate to the practice of occupational therapy.
    - 2.7 Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, and family and significant others to facilitate skills in areas of occupation as well as prevention, health, maintenance, health promotion and safety.
    - 2.8 Understand the professional relationship including the roles and responsibilities of the occupational therapist and occupational therapy assistant in the service delivery process.

- 2.9 Effectively communicate and work inter-professionally with those who provide services to individuals and groups in order to clarify each member's responsibility in executing an intervention plan.
  - 2.10 Demonstrate skills of collaboration with occupational therapists and other professionals on therapeutic interventions.
  - 2.11 Articulate the role of the occupational therapy assistant in care coordination, case management, and transition services in all practice environments.
- 3. Incorporate values and attitudes congruent with the profession's standards and ethics.
    - 3.1 Maintain confidentiality of client information.
    - 3.2 Utilize the AOTA Code of Ethics and Standards of Practice for the Occupational Therapy Assistant to guide professional practice.
    - 3.3 Follow standards of practice specific for the occupational therapy profession.
    - 3.4 Assume responsibility for making professional decisions and practicing within the ethical and legal framework for occupational therapy assisting.
    - 3.5 Promote life-long learning to meet the needs of a diverse and changing environment.
    - 3.6 Demonstrate professional behaviors when working with clients, families and other professionals.
    - 3.7 Demonstrate therapeutic use of self, including one's personality, insights, perceptions and judgments, as part of the therapeutic process in both individual and group performance.
    - 3.8 Demonstrate professional advocacy by participating in organizations or agencies promoting the profession of occupational therapy.
- 4. Use resources for continued personal and professional growth to ensure a level of practice consistent with current and accepted standards.
    - 4.1 Articulate how scholarly activities and literature contribute to the development of the profession.
    - 4.2 Identify how scholarly activities can be used to evaluate professional practice, service delivery, and/or professional issues.
    - 4.3 Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions

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## OCCUPATIONAL THERAPY ASSISTANT PROGRAM CURRICULUM

(Revised 5/24/2013)

### REQUIRED PROGRAM COURSES

PREREQUISITES		LEC.	LAB	CR
BSC 2085C	Anatomy and Physiology I	3	3	4
Mathematics	Any Area II, A.S.**	3	0	3
PSY 2012	General Psychology	3	0	3
				10
<b>FALL SEMESTER</b>				
BSC 2086C	Anatomy and Physiology II	3	3	4
DEP 2004	Human Development: Life Span	3	0	3
OTH 1001C	Introduction to Occupational Therapy	2	3	3
OTH 1014C	Functional Anatomy and Kinesiology	4	3	5
				15
<b>SPRING SEMESTER</b>				
ENC 1101	Written Communication I	3	0	3
OTH 1114C	Occupational Therapy Skills and Techniques I	2	3	3
OTH 1520C	Occupational Therapy During the Growth Years	3	6	5
OTH 1410	Introduction to Human Disease	3	0	3
				14
<b>SUMMER SEMESTER</b>				
ENC 1102	Written Communication II	3	0	3
	<b>or</b>			
SPC 1608	Fundamentals of Speech Communication			
Humanities	Choose from Area IV, A.S.	3	0	3
	General Education Requirement			6
<b>FALL SEMESTER</b>				
OTH 2261C	Occupational Therapy Skills and Techniques II	2	3	3
OTH 2420C	Occupational Therapy for the Physically Disabled	2	3	3
OTH 2300C	Occupational Therapy in Mental Health	2	3	3
OTH 2802L	Occupational Therapy Practicum	0	12	4
				13
<b>SPRING SEMESTER</b>				
OTH 2933C	Seminar for Clinical Practice	1	3	2
OTH 2840L	Supervised Clinical Practice I*	0	15	5
OTH 2841L	Supervised Clinical Practice II*	0	15	5
				12

**TOTAL Number of Credits Required by the Program = 70**

\*All OTA students must complete Level II Fieldwork within 18 months following completion of academic preparation.

\*\*Mathematics Area II, A.S.- college catalog

**PERFORMANCE STANDARDS FOR PROGRESSION AND GRADUATION  
In the Occupational Therapy Assistant Program  
State College of Florida**

Successful participation and completion of the Occupational Therapy Assistant Program requires that the student must be able to meet the demands of the program. Occupational therapy assistant students must be able to perform academically in a safe, reliable and efficient manner in classrooms, laboratory and clinical situations. The student must demonstrate behaviors, skills and abilities to be in compliance with legal and ethical standards as set forth by the AOTA Code of Ethics and Standards of Practice.

Students acquire the foundation of knowledge, attitudes, skills and behaviors needed throughout the occupational therapy assistant's professional career. Those abilities that the occupational therapy assistant must possess to practice safely are reflected in the standards that follow.

Candidates for the degree must be able to meet these minimum standards, with or without reasonable accommodation, for successful completion of degree requirements.

	STANDARD	EXAMPLES
Critical Thinking	Demonstrates critical thinking ability sufficient for clinical judgment and problem solving.	<ul style="list-style-type: none"> <li>- Applies critical thinking processes to work in the classroom, laboratory and the clinical experiences.</li> <li>- Exercises judgment in decision making abilities during class, laboratory and in clinical experiences.</li> <li>- Follows safety procedures established for each class, laboratory and clinical experience.</li> <li>- Demonstrates the ability to self-evaluate.</li> <li>- Demonstrates the ability to identify problems and offer possible solutions.</li> </ul>
Interpersonal	Demonstrates the ability to interact and relate to other people beyond giving and receiving instructions. Cooperates with others.	<ul style="list-style-type: none"> <li>- Demonstrates interest in classmates, faculty, patients/clients.</li> <li>- Demonstrates the ability to get along with and cooperate with others.</li> <li>- Demonstrates the ability to listen to others</li> <li>- Demonstrates the ability to provide suggestions/ recommendations to others.</li> <li>- Demonstrates ability to maintain poise and flexibility in stressful or changing conditions.</li> <li>- Recognizes and responds appropriately to individuals of all ages, genders, races, socio-economic, religious, sexual preferences, and cultural backgrounds.</li> </ul>
Communication	Demonstrates the ability to communicate clearly with patients/clients, physicians, others health professionals, family members, significant	<ul style="list-style-type: none"> <li>- Communicates effectively with classmates in simulated laboratory activities and situations for data collection, instruction and intervention</li> </ul>

	<p>others, care givers, community or professional groups and colleagues.</p> <p>Communication includes: speech, language, nonverbal, reading, writing and computer literacy.</p>	<ul style="list-style-type: none"> <li>- Participates in group meetings to deliver and receive information and respond to questions from a variety of sources.</li> <li>- Reports clearly and legibly through progress notes in patient/clients charts, communicates with physicians and insurance providers including billing and order/referral forms.</li> <li>- Responds to patient calling or any other warning call and machine alarm.</li> <li>- Demonstrates skill in utilizing various computer programs to prepare assignments, presentations, and documentation as required in the classroom, laboratory and clinical environments.</li> <li>- Effectively communicates and work interprofessionally with those who provide services, clarifying each member's responsibility in executing an intervention plan.</li> </ul>
Motor Skills	<p>Demonstrates the ability to execute motor movements reasonably required to provide general and emergency care and treatment to patients/clients.</p>	<ul style="list-style-type: none"> <li>- Moves around in classroom, laboratory, patient/client's room, therapy/treatment area.</li> <li>- Moves to and from departments to patient/client's rooms.</li> <li>- Provides for patient/client safety and well being in all therapeutic or transporting activities by utilizing proper body mechanics.</li> <li>- Exhibits sufficient manual dexterity to manipulate small and large equipment, provide support, assistance and resistance as needed for movement, exercise, data collection and interventions.</li> <li>- Knowledge of how to perform CPR</li> </ul>
Hearing	<p>Demonstrates functional use of hearing to monitor and assess health needs.</p>	<ul style="list-style-type: none"> <li>- Demonstrates ability to obtain and utilize information directly from instructors, fieldwork educators and classmates in lecture, laboratory simulations/ activities and clinical experiences.</li> <li>- Demonstrates ability to obtain appropriate medical history and data collection directly from the patient/client, caretaker and/or family member.</li> <li>- Responds to monitor alarms or cry for help and/or assistance.</li> </ul>
Visual	<p>Demonstrates visual acuity and perception sufficient for observation and assessment.</p>	<ul style="list-style-type: none"> <li>- Demonstrates ability to obtain and utilize information directly from lectures, and laboratory demonstrations/activities.</li> </ul>



		<ul style="list-style-type: none"> <li>- Demonstrates the ability to obtain and utilize information via observation from patients/clients, e.g. movement, posture, body mechanics, etc. necessary for comparison to normal standards for purposes of evaluation of performance and response to interventions.</li> <li>- Receives information from treatment environment.</li> </ul>
Tactile	Demonstrates tactile abilities sufficient to gather assessment information and provide intervention.	<ul style="list-style-type: none"> <li>- Demonstrates the ability to sense changes in an individual’s muscle tone, muscle strength, skin quality, joint mobility, kinesthesia and temperature.</li> <li>- Demonstrates the ability to gather accurate objective evaluative information via tactile abilities in a timely manner.</li> <li>- Demonstrates the ability to obtain and utilize information about an individual via tactile abilities during treatment activities.</li> </ul>
Self Care	Maintains general good health and self care in order not to jeopardize the health and safety of self and individuals with whom one interacts with in the academic and clinical setting.	<ul style="list-style-type: none"> <li>- Maintains hygiene while in lectures, laboratory experiences and clinical experiences.</li> <li>- Demonstrates safety habits and work area neatness.</li> <li>- Understands components of a healthy lifestyle.</li> <li>- Meets all health requirements of the OTA Program.</li> </ul>
Intellectual Abilities	Demonstrates the ability to read, write, speak and understand English at a level consistent with successful course completion and development of a positive patient-student relationship.	<ul style="list-style-type: none"> <li>- Demonstrates ability to comprehend and follow verbal and written instructions.</li> <li>- Consistently meets course requirements of all courses in the OTA Program, passing each course with a grade of “C” or better.</li> <li>- Can learn to reconcile conflicting information</li> <li>- Written communication: Demonstrates ability to use proper punctuation, grammar, spelling; work is neat and legible.</li> </ul>
Commitment to Learning	Demonstrates a positive attitude towards decision-making, policies and operating methods, rules, etc.	<ul style="list-style-type: none"> <li>- Completes readings, assignments, and other activities outside of class hours.</li> <li>- Demonstrates initiative, motivation and enthusiasm related to course requirements.</li> <li>- Demonstrates ability to complete all work without evidence of cheating or plagiarism.</li> <li>- Attends all class/ laboratory/fieldwork as assigned.</li> <li>- Is consistently punctual to all class, laboratory, and fieldwork assignments.</li> </ul>

		<ul style="list-style-type: none"> <li>- Understands the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.</li> </ul>
Affective Learning Skills (behavioral & social attitudes)	<p>Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental and behavioral safety of clients and other individuals with whom one interacts with in the academic and clinical setting.</p> <p>Acknowledges and respects individual values and opinions to foster harmonious working relationships with colleagues, peers and patients/clients.</p>	<ul style="list-style-type: none"> <li>- Demonstrates ability to sustain the mental and emotional rigors of a demanding educational program, which includes an academic and clinical component, that occur within set time constraints.</li> <li>- Demonstrates willingness to accept challenges.</li> <li>- Demonstrates the ability to work with others on projects/assignments, sharing the workload</li> <li>- Open to feedback both positive and negative</li> <li>- Listens actively.</li> <li>- Follows guidelines and rules for the program and college.</li> <li>- Understands the need for supervisory , responsibilities and collaborative professional relationships between the occupational therapist and the occupational therapy assistant.</li> </ul>

**If a student cannot demonstrate the skills and abilities identified above, it is the responsibility of the student to request an appropriate accommodation. The College will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty or are unduly disruptive to the educational process.**

Developed: 6/00  
Reviewed: 9/01, 10/06, 5/07, 6/08, 5/10, 6/11, 5/12, 5/13  
Revised: 7/04, 2/05, 8/05, 8/09, 8/10, 5/14, 5/15

## OCCUPATIONAL THERAPY ASSISTANT PROGRAM POLICIES AND PROCEDURES

The Occupational Therapy Assistant students, as representatives of the profession and the college, are expected to conform to the highest ethical principles in their pre-professional functions and relationships. These include relationships with the client, co-workers and other professionals, administrators, educators and fellow students. Students are expected to demonstrate a professional attitude and professional behavior in their relationships with faculty, classmates, clinical instructors and clients. The Occupational Therapy Assistant student has the right to expect ethical behaviors and practices from others. The policies and procedures in this handbook are designed to help the student understand the expectations and demands of the program.

### ADMISSION PROCEDURES

A separate application is required to admission to the Occupational Therapy Assistant Program, following application to the College. Applications for admission to the OTA Program are available on the program website: <http://www.scf.edu/OTA> during the application period (January 1 through March 1). Applications are accepted and reviewed each spring for the following fall semester.

### ADMISSION REQUIREMENTS

In addition to the admission requirements of the College, the following are requirements for admission to the Occupational Therapy Assistant Program:

- A. Earned grade point average (GPA) of 2.75 or better in **ALL** general education courses required by the program towards the degree and a minimum Overall GPA of 2.0 to meet graduation requirements.
- B. Satisfactory completion of any remedial coursework needed to be eligible for college/credit level courses. **NOTE:** Prerequisite courses may be required for ENC 1101 and Mathematics (Area II, A.S.). These prerequisites **MUST** be taken **PRIOR** to entry into OTH 1001 to be eligible to take the required courses. Consult the course descriptions in the back of the catalog or the specific department of the College for additional information.
- C. Prerequisite courses **MUST** be completed with a grade of "C" or better at the time of application to the OTA Program. Prerequisite courses for the Occupational Therapy Assistant Program
  - BSC 2085C** Anatomy and Physiology I
  - Mathematics** Area II, A.S.
  - PSY 2012** General Psychology
- D. A minimum grade of "**C**" is required on all courses applied to the Occupational Therapy Assistant degree.
- E. A completed application for the OTA program and the nonrefundable application fee of \$20.00. A separate application is required for admission to the College.

Upon notification of admission, students are required to complete the following prior to the start of the fall semester:

1. A statement of satisfactory physical and mental health and a record of current serum titers verifying immunity from communicable diseases from a licensed physician or nurse practitioner. This form will be provided at the program orientation scheduled after admission to the program.

2. A criminal background screening. These forms will be provided at the program orientation.
3. Mandatory attendance at the Occupational Therapy Program orientation. Date to be announced in the acceptance letter.
4. Successful completion of Basic Life Support for the Health Care Provider offered through the American Heart Association prior to the first fall semester after acceptance into the program. This requirement can be completed through courses offered by the Corporate and Community Division at SCF. Information regarding course dates, times, location and cost will be provided at the program orientation.
5. All students accepted into the OTA program will submit to a drug screening as a condition for remaining in the program. Random testing will be done at intervals throughout the program.
6. Students may need to submit to additional background checks/drug screenings to meet requirements of some fieldwork facilities. Students may be responsible for cost of these tests/screenings.

★ **Failure to complete these requirements within the designated time frame will result in withdrawal/dismissal from the occupational therapy assistant program.**

The Occupational Therapy Assistant Program is a **limited enrollment** program. Completion of all or part of the general education courses required in the degree does not guarantee acceptance into the program. Priority will be given to applicants who have completed, at the time of admission, the most general education courses required in the degree. If there are more qualified applicants than seats available in the program, GPA (grade point average) on the general education courses required by the program will be the determining criteria.

The admission policies for the college are found in the current catalog and apply to all students.

### **ACADEMIC ADVISEMENT**

Upon acceptance into the OTA program, students will be assigned a program faculty member as an academic advisor. Faculty office hours are listed on the course syllabus and are available from the OTA/PTA academic department secretary. Each student is required to meet with their advisor a minimum of once time per semester while in the program. At this meeting students will complete and review a self-evaluation of the performance standards with their faculty advisor. Appointments for advisement should be made through the OTA/PTA academic department secretary or directly with the faculty member.

If a problem should arise during a fieldwork experience, students should follow the proper lines of communication. The Academic Fieldwork Coordinator and Program Director are available at all times during fieldwork experiences by phone and/or e-mail.

### **HISTORY OF FELONY CONVICTION**

A felony conviction may affect a graduate's ability to take the NBCOT certification exam or attain licensure. If a student has been convicted, had any adjudication withheld or has any criminal charges in the past other than a minor traffic violation, the applicant will need to get approval from the NBCOT and the Florida Department of Health – Board of Occupational Therapy Practice to take the

certification exam and attain licensure. For more information regarding “Early Determination and Character Review” contact NBCOT at [www.nbcot.org](http://www.nbcot.org) or call 301-990-7979.

The State of Florida periodically changes the laws in relation to persons with criminal backgrounds being licensed in the state. Each licensing board periodically makes changes in the rules regarding the licensing of individuals with criminal backgrounds thus affecting those who may or may not be licensed in the State of Florida in that particular discipline. Applicants with criminal backgrounds may be accepted into and graduate from the program, but because of changes in the law or rules, may not be allowed to be licensed in the State of Florida once they have graduated.

## **PROGRAM EVALUATION**

Throughout the course of the program, students will participate in evaluation of the OTA courses and instructors. Students will be asked to sign a consent form, which will enable the program to contact future employers to complete a program evaluation survey. Employer surveys will be mailed six months and one year post-graduation.

Upon graduation, students will participate in exit questionnaires for program evaluation. Follow-up surveys will be mailed to graduates at six months and one year post-graduation. We will also ask your employers to complete a survey related to your performance.

The results of these surveys will assist in program evaluation and modification to enhance the program curriculum.

## **EDUCATIONAL ACCOMMODATIONS:**

If a student has need for appropriate accommodations in order to develop the mastery skills identified by the Occupational Therapy Assistant Program, it is the responsibility of the student to request an appropriate accommodation. The College will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship.

If a student cannot demonstrate the skills and abilities identified above, it is the responsibility of the student to request an appropriate accommodation. The College will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty or are unduly disruptive to the educational process.

### **Student Responsibilities**

1. Meet the essential qualifications and institutional standards
2. Disclose the disability in a timely manner to Disability Resource Center
3. Provide appropriate documentation
4. Inform the Disability Resource Center of accommodation needs
5. Talk with Program Director/Professors about accommodations
6. Request accommodations each semester

## **COLLEGE HOLIDAYS**

To meet all accreditation requirements of ACOTE, the OTA Program will follow a modified school calendar. Days off identified for the OTA program may be different from those on the Academic

Calendar. Students may be required to attend fieldwork assignments on days when the college is closed. Regular class/laboratory days may be 5 to 8 hours long. Fieldwork days may be scheduled for up to 8-12 hours. During the second semester of the program when students are enrolled in Level II fieldwork courses, students will not have off on the scheduled college spring break week. To meet the 40 day requirement for Level II fieldwork students will be in fieldwork on all college holidays and spring break.

### **MODIFIED SCHOOL CALENDAR**

To meet all accreditation requirements of the Accreditation Council for Occupational Therapy Education (ACOTE) the Occupational Therapy Assistant Program will follow a modified school calendar. Days off and college closing may be different from those followed by other programs. Regular lecture/laboratory days will be 5 to 8 hours per day and fieldwork days will be 8 to 12 hours per day.

### **STUDENT EVALUATION AND PROGRAM RETENTION**

A. The following grading systems will be used for all OTA courses: Grading Scale for final course grade:

A	=	90 - 100
B	=	80 – 89
C	=	70 – 79
D	=	60 – 69
F	=	59 and below

**A minimum grade of “C” is required in all occupational therapy assistant courses. Students who do not achieve a minimum grade of 70 in any course required by the program will not be able to progress in the OTA program.**

- B. When a student is granted a grade of “Incomplete” in a course, the grade must be changed to a passing letter grade prior to the first day of class of the next semester that OTA courses are offered. Students unable to complete an OTA course will not be allowed to continue in the program. In this situation the student has the option to meet with the program director and reapply to the program. If space is available and the student has met all readmission requirements, the student will be re-admitted into the program to complete the remaining required courses.
- C. Individual course syllabi define evaluative components for each course. Syllabi will be provided on the first day of each course.
- D. No student will be allowed to enter or continue in any fieldwork experience unless:**
  - 1. A “C” or higher grade is maintained /achieved in each course including all prerequisite and co-requisite courses.
  - 2. All course and lab work is successfully completed according to class schedules in the course and co-requisite courses.
  - 3. Failure to maintain a 70% average in all co-requisite courses to fieldwork experiences will require the student to be **immediately** withdrawn from fieldwork experience. If fieldwork time cannot be completed prior to the end of the semester, the student

will also need to withdraw from all OTA courses, which are co-requisites to the clinic class. See readmission policy.

- E. All OTA students are expected to demonstrate ethical and professional behaviors and attitudes at all times as defined by the **Performance Standards for progression and graduation in the OTA program**. Failure to do so will result in the student's immediate termination from the clinical component of the curriculum.

## READMISSION POLICY

**Students may be readmitted to the OTA Program ONLY ONE time. An application for readmission must be completed and submitted to the program director one full semester prior to the anticipated entry date. Readmission is on a space available basis and is not guaranteed.**

A student may reenter the OTA program within two years of withdrawal to be considered for advanced placement in the program. OTA courses taken two or more years prior to readmission will have to be repeated. In cases of significant curriculum revision, courses taken less than two years prior to readmission may have to be repeated. Students who are readmitted may be retested in the basic skills up to the withdrawal point in the program to assure competency in didactic information and practical skills.

**Students are advised that courses in the Occupational Therapy Assistant Program are offered only once a year. Therefore students must wait one year to re-attempt a course.**

Applicants for readmission will be accepted on a space available basis and must meet the following readmission criteria:

### Health Certification:

1. Must be completely redone if the student is out of the Program more than two long semesters (Fall and Spring). If 2 semesters or less, the student's health form must be complete prior to acceptance for re-admission.
2. A tuberculosis skin test must be done annually. Chest films are good for five years. Anyone with documented prior positive TB skin test (TST) will need to complete a Symptoms Assessment Form yearly.

### CPR Certification:

1. Certification is good for two calendar years. The student must maintain a current CPR certification while enrolled in the OTA Program.
2. If the current certification expires prior to the anticipated graduation date, the student will be required to complete another CPR course while in the program.
3. Failure to maintain a current CPR certification will result in immediate withdrawal from all clinical courses, and dismissal from the program.

### Drug Screening:

1. Must be redone prior to the start of classes of the semester to be readmitted and downloaded into Certified Background.
2. The student is responsible for the cost of the drug screen. Students may also need to repeat the drug screen if required by the assigned fieldwork placement.

#### Criminal Background Check:

1. Background check must be completely redone if the student is out of the Program for two long semesters (Fall and Spring). Students may also need to repeat the criminal background check if required by the assigned fieldwork placement.
2. Students will be responsible for the cost of the background check and drug screen which must be complete prior to the first day of class. Specific dates will be provided to the student at time of acceptance for re-admission to the program.

Readmitted students who return to the program will be held to the policies, procedures of the current college catalog and student handbook as well as the current curriculum that is in place for the semester in which they are returning

#### **Readmission after enrollment in the first semester in the program:**

Any student who previously was accepted and initiated taking courses in the OTA Program, but withdrew or did not successfully complete the courses in the first semester of the program, will not be eligible for advanced placement. This student will need to apply to the program and will be considered for admission with the pool of “new” applicants for the fall semester

#### **Readmission with unsatisfactory grades:**

Any student, who leaves the program because of unsatisfactory grades, has the options to apply to reenter the program and repeat the unsatisfactorily completed course(s). Students, who wish to exercise this option, **MUST COMPLETE** the readmission application and **MUST** make an appointment with the program director **PRIOR** to the start of the semester before the anticipated reentry date. The student and program director will develop an **Educational Plan** to focus on remediation of skills. This plan must be completed with specific criteria to demonstrate satisfactory remediation prior to the start of the semester the student is to take courses. Failure to complete the Educational Plan based upon the established criteria for success will cause the student to forfeit the option of reentering and continuing in the OTA Program. Students who exercise this option are advised that courses in the Occupational Therapy Program are only offered once a year. Therefore, the student must wait one year to re-attempt courses. Students who successfully complete repeated courses will be allowed to continue in the program from the point in the curriculum where they originally exited. If a student fails to successfully complete a repeated course, they will be dismissed from the program and will no longer be eligible for re-admission. **The readmission options can only be used one time while enrolled in the program.**

**Applications for readmission to the OTA Program are available through the OTA Program Department (Bradenton- Bld. #28) or can be downloaded from the college website under the Occupational Therapy Assistant Program**

#### **CRITERIA FOR DISMISSAL**

A student may be immediately dismissed from the Occupational Therapy Program for:

- A. Falsification of records and reports; plagiarism, or cheating on an examination, quiz, or any other assignment. Any of these practices will be the basis for dismissal.



- B. Unfitness. The faculty reserves the right to dismiss any student whose personal integrity, health or behavior, as determined by the Performance Standards for progression and graduation in the OTA Program, impedes their performance in the program.
- C. Unsafe practice or unsatisfactory performance. Students considered by the faculty and/or fieldwork educators to be unsafe practitioners or whose progress in meeting program objectives is judged unsatisfactory may be dismissed from the program. The student will be placed on probation by the faculty when any behavior is observed that places the student at risk of failure and/or dismissal from the Occupational Therapy Program. (See Probation Policies in this handbook).
- D. Students who unsatisfactorily complete a repeated course will be dismissed from the program with no further consideration for readmission.

### **COURSE SYLLABI AND COURSE OBJECTIVES**

On the first day of each occupational therapy assistant course, student shall be given a course syllabus including general and specific objectives for the course and a daily course plan. The objectives will describe the proposed outcomes by the end of the course and will include pertinent information regarding course requirements, evaluation methods/grading procedures and required texts. Specific fieldwork objectives have been developed and will be used to evaluate the intended outcomes of each specific fieldwork experience. The daily course plan will include listings of daily class topics and/or laboratory activities, and specific dates for quizzes, examinations and assignments. These documents should be used by the students while enrolled in each specific course as a guide to prepare, study, and organize their time and materials for each lecture and to understand the criteria for successful completion of the course.

### **FIELDWORK MANUAL**

Fieldwork manuals will be provided to each student and each fieldwork educator prior to the start of each fieldwork experience. This manual will include specific objectives for the fieldwork experience, assignments and evaluations. The fieldwork manual will be reviewed with the student prior to the start of each fieldwork experience. Onsite visits and/or phone calls will be made to all fieldwork sites and at that time the fieldwork educators can ask questions or clarify point regarding the fieldwork manual. New fieldwork educators will be provided an opportunity to meet with faculty prior to the experience to discuss the manual and fieldwork experience.

### **USE OF THE CLASSROOM/LABORATORY**

Rules for Classroom/Laboratory use are posted in the OTA classroom. If any student has a question regarding these rules please contact the program director or any OT faculty.

1. Use of the laboratory outside of scheduled hours requires the presence of an OTA/PTA faculty member in the building.
2. Any student desiring additional practice with laboratory equipment is requested to make arrangements with the course instructor. Open laboratory hours are posted in the classroom/laboratory. Additional laboratory hours can be scheduled with the OTA/PTA academic department secretary or with the instructor.
3. All students utilizing Open laboratory hours MUST sign in and out with the academic department secretary.
4. Equipment and supplies are to be used for laboratory sessions, practical examinations and student practice only. Under no circumstances will equipment be used for treatment of individuals not enrolled in the OTA Program.

5. Equipment and supplies will be used according to the course sequence. Students may not use equipment and supplies for which they have not yet been trained in the OTA Program.
6. Students are responsible for the tidiness of the equipment and laboratory. Students will clean the equipment and laboratory after each class. Equipment will be put back in the proper containers and closets. If a student notices a shortage of supplies or faulty equipment, the student is responsible for notifying the instructor/program director immediately.
7. Faculty and students are required to follow standard precautions at all times.

## LOCKERS

Lockers are available in the men/women bathrooms in Building 28 for daily student use. Students are responsible for obtaining locks. **All locks must be removed and lockers emptied at the end of each semester.** Each locker will have a label identifying the individual who is using the locker during the semester. At the end of the semester, students will be reminded to empty lockers. If lockers are not emptied after proper notice, the lock will be removed and any items left in the locker will be discarded. SCF faculty/staff are not responsible for any items placed in these lockers.

## ATTENDANCE POLICIES

### Class and Laboratory

Students are expected to attend all classes, laboratories, and assigned fieldwork days. If a student is ill or must be absent, the student must notify the instructor a minimum of one hour prior to the start of the class by contacting the OTA/PTA academic department secretary via phone at 752-5346, or by sending an E-mail message to [chasand@SCF.edu](mailto:chasand@SCF.edu), the course instructor (see daily course plan for specific course instructor email address) and/or [sheelya@scf.edu](mailto:sheeliya@scf.edu). In the messages the student must provide the following information:

1. Student's name.
2. Reason for student's absence.
3. Activity (class or lab) from which the student will be absent.
4. Name of instructor who should be notified of the absence.

It is the student's responsibility to contact the instructor and to make up all course work missed through absence. Instructor email address and phone number is provided on each daily course plan.

It is the responsibility of the student to approach and make arrangements with the instructor to make-up all work missed due to absence/lateness. A time line to make-up work is to be arranged with the instructor and should be completed within one week after returning to school. Make-up arrangements are the responsibility of the student and at the discretion of the instructor.

Students who miss a scheduled examination/quiz are required to contact the instructor the day of the missed exam/quiz to schedule a make-up exam/quiz. Students who fail to contact the instructor the day of the exam/quiz 1 hour prior to the start of class will **NOT** be allowed to make-up the exam/quiz. All make-up exams/quizzes must be taken prior to the next scheduled class. The make-up exam may be a different version of the exam. Unless other arrangements are made students will be expected to take the missed exam/quiz on the next day on campus. Failure to adhere to this policy will result in a grade of zero for the exam/quiz.

Lateness is considered unprofessional behavior and is disruptive to the students and instructor in the class. Repeated lateness may jeopardize the successful completion of the course. A student may be refused admission to class due to lateness and have points deducted from the attendance grade.

Students are expected to attend the full class/laboratory experience. Students leaving class/lab early will be penalized for this action based on the course attendance policy. Specific course policies regarding absences/tardiness will be presented in writing by the instructor to the students along with the syllabi and daily course plan. An attendance grade will be linked with each occupational therapy assistant program course.

## **Fieldwork Experiences**

The fieldwork experiences scheduled in this program are an integral part of the learning experience. These experiences provide an opportunity for the learner to practice newly acquired knowledge and skills under supervision.

It is essential that the student be present at the facility on every day scheduled. Hours for each fieldwork experience will be established by the fieldwork educator based upon facility requirements and his/her schedule. The scheduled hours for fieldwork are not negotiable to the student. Please plan to make arrangements prior to the start of the field work experience so you will not arrive late or need to leave early. If the student must be absent from fieldwork experience, he/she is expected to notify the designated fieldwork educator at the fieldwork site and the Academic Fieldwork Coordinator at SCF at the start of the regular fieldwork day. All absences from a scheduled fieldwork experience must be made up to complete the course requirements.

Absences from the fieldwork experience may prevent the student from completing the minimum required time for the fieldwork experience (according to "Accreditation Standards for An Educational Program for the Occupational Therapy Assistant and the program requirements). Absences from fieldwork will impact the student's ability to receive the full potential benefit of the learning experience, and the student's absence may adversely affect client treatment or clinic routine. The Program Director/Academic Fieldwork Coordinator must be notified of all absences. The student must "make-up" the time lost or may be discontinued from the fieldwork experience by the fieldwork and/or academic faculty or the program director. The fieldwork site/educator reserves the right to dismiss a student from a fieldwork experience because of unexcused/numerous absences that are disruptive to the clinical environment.

The fieldwork or academic faculty has the right and obligation to request the withdrawal of any student for violation of any rule, regulation or policy of the Health Care Facility or breach of confidentiality or other misconduct (Student Experience Agreement). All OTA students are expected to demonstrate ethical and professional behaviors and attitudes at all times as defined by the **Performance Standards for progression and graduation in the OTA program**. Failure to do so will result in the student's immediate termination from the clinical component of the curriculum.

Patient/client treatment is the primary responsibility of all fieldwork settings. If a student is unprepared or disruptive to the fieldwork setting, the Academic Fieldwork Coordinator and the OTA faculty must be notified. The AFWC and OTA faculty will meet/conference with the fieldwork educator(s) and the student to discuss the concerns. Following the conference, it will be determined whether the student will be able to continue in the fieldwork experience, whether another placement would be more appropriate or whether the student needs to be dismissed from the

fieldwork experience and repeat the course the next time it is offered. If a student is allowed to continue in the fieldwork experience, an educational contract will be developed to clearly outline the criteria for successful completion of the experience.

**The student is expected to comply with the regular work hours of the fieldwork setting** to which he/she is assigned. **A student will not be permitted to leave the fieldwork setting early on a regular basis for any reason.** The student is expected to schedule personal and job commitments, etc. around the fieldwork schedule. If a student refuses to comply, the fieldwork experience will be terminated and the student will fail the course. All changes/modifications in fieldwork hours must be approved by the OTA program director or the Academic Fieldwork Coordinator prior to the date it will occur.

### **Attendance Guidelines for the Fieldwork Experience**

1. Students MUST complete all scheduled fieldwork hours. Any absences must be made up prior to the end of the semester to meet program requirements.
2. Students must notify the fieldwork educator and the Program Director/Academic Fieldwork Coordinator of any absence prior to the start of the scheduled fieldwork day.
3. If a student cannot arrive on time, the student must also notify the fieldwork educator, Program Director/Academic Fieldwork Coordinator as soon as possible and inform them of the anticipated time of arrival at the site. Students who arrive late may need to make up the entire day.
4. Habitual tardiness and absenteeism will impact the student's ability to complete the required hours in the fieldwork setting. This will result in a possible reduction of the course grade and/or administrative withdrawal from the course.

## **DRESS CODE REQUIREMENTS**

### **Lecture Dress Code**

There are no specific dress code requirements for general lecture courses unless specified by the course instructor. Please see the daily course plan for any specific dress code requirements. When guest speakers are invited to a course, students are required to wear their program uniform. Some courses do require students to wear the program uniform for all lecture/lab activities. The classroom has a tendency to be cold, so you may want to plan ahead and have a jacket or sweater to deal with the temperature.

### **Laboratory Dress Code**

Students will have specific dress requirements for laboratory courses. Course instructors will provide detailed information regarding the required dress for laboratory experiences. It is the responsibility of the student to be dressed properly for laboratory experiences. Failure to adhere to dress code policies will result in a warning (only one warning per semester) and then the student will be asked to leave class, with the day being recorded as an absence. The student may return to lab only when dressed appropriately. Dress code requirements are determined based on laboratory activities the students will engage in, to maximize their involvement and understanding of the techniques/treatments.

### **Fieldwork Experience Dress Code**

Students are required to wear the identified program uniform at all times while at their assigned fieldwork sites. See for specific requirements as outlined in the handbook. Failure to wear the program uniform may be cause to send a student home from the fieldwork site. If this occurs the student will not be given credit for the day and will need to make-up the entire day of the fieldwork experience.

### **RELATIONSHIP OF FIELDWORK COMPLETION TO DIDACTIC WORK**

The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association has established *Accreditation Standards for an Educational Program for the Occupational Therapy Assistant*. In Standard A.4.14 it states:

*The program must have a documented and published policy to ensure that students complete all graduation and fieldwork requirements in a timely manner. This policy must include a statement that all Level II fieldwork be completed within a time frame established by the program.*

For full compliance with this Standard, all students in the OTA Program at the State College of Florida shall complete all fieldwork within 18 months following completion of academic preparation.

### **TRANSPORTATION**

Students are required to provide their own transportation to any agency or institution included in the curriculum requirements. This includes but is not limited to all site visits, fieldwork experiences, workshops and conferences.

### **ASSIGNMENTS**

Reading assignments as indicated on the daily course plan is required to be completed prior to the scheduled class/laboratory. The lectures and labs are designed to expand and build on this background of knowledge.

**ALL** written assignments, typed in a “12” font size or its equivalent must be submitted by the end of the class period on the due date to receive full credit unless otherwise noted by the course instructor. Any late assignment will be lowered one letter grade per week. After 2 weeks, a grade of “0” (zero) will be recorded for the assignment however the assignment must still be completed and submitted to the course instructor.

**In case of absence, the student must arrange with the instructor prior to the start of class, an alternative arrangement to turn in the assignment.** Failure to notify the instructor prior to the start of class will result in a lower grade due to late submission of the assignment.

All assignments, including those that will be reviewed in class, are to be written independently. Group assignments, specifically designed by the course instructors, are the only projects to be worked on collaboratively. Specific instructions and guidelines will be provided for all assignments.

Assignments will be graded based upon content (thoroughness, quality), presentation (neatness, clarity), and technical components (spelling, grammar, and punctuation). It is the student’s responsibility to seek assistance to improve his/her writing skills as needed. Since students will be writing in hospital/medical/educational charts, it is important that proper grammar/sentence structure be utilized. The best time to put proper English language usage into practice is in papers

handed in to the course instructors. If poor technical components do not improve throughout the semester, this may impact the student's ability to successfully complete a course with a grade of "C" or better.

All class work/assignments **MUST BE HANDED IN**, to receive a passing grade in the course. Assignments completed more than 2 weeks after the due date, will receive a grade of "ZERO" but must still be submitted to complete the course requirements. Failure to turn in any assignment by the **LAST DAY OF CLASS** will result in a grade of "F" being received in the course.

### **CLASS PARTICIPATION**

All students in the OTA program are expected to take an active part in all class/laboratory activities. Participation will account for a portion of the final grade and is included in the attendance grade. Students refusing to participate in lecture/laboratory activities will be asked to leave the class and receive an absence for that class.

Students are encouraged to ask questions relevant to material presented. Students are encouraged to use other resources, including but not limited to their classmates, tutoring, text books and other library resources, and the Internet, to further their understanding of course content.

Students' opinions and experiences relevant to the material are encouraged for classroom discussion. The instructor will maintain decorum and keep the class discussions flowing and relevant. The student may need to utilize additional time with the instructor for discussion and clarification of information.

Students are expected to be alert and attentive during class. Sleeping, walking around class and extraneous conversations with other students during lecture are disrespectful to the class as a whole and to the instructor and will result in the student receiving a warning or being asked to leave the class.

Class/laboratory time is specifically designed for the specific course content. Students should NOT be completing assignments/coursework for other courses during this time, unless specifically assigned by the instructor. If a student is observed working on an assignment unrelated to the course topic, they will be given one warning to put it away. If this behavior persists the student will be asked to leave class and will receive an absence for that day.

### **CELL PHONE POLICY**

All cell phones must be turned off during class/laboratory time. Students will not be permitted to use cell phones during class or laboratory activities (phone calls or text messaging). Phones ringing during class/laboratory activities are disruptive to everyone in the room. Phones will be put away during class and cannot be left on desks/chairs during class time.

Students violating the cell phone policy will be given one warning. If this behavior is repeated, the student will be asked to leave the class/laboratory and the day will be recorded as an absence. Students may utilize the secretary's phone number as an emergency contact. If she received a call, she will interrupt class to notify the student of the emergency. Her phone number is: 941-752-5346.

**!!! Any student who continues to exhibit behaviors that are considered disruptive to the class will be placed on probation which can result in dismissal from the course.**

## **COMPUTER USE AND INTERNET ACCESS**

The OTA program does require the use of a computer and internet access throughout the program. Students requiring additional assistance with computer program should utilize the Academic Learning Center. Computers with internet access and printing capabilities are available on campus in multiple locations including the Academic Learning Center, Library, Health Profession Media Laboratory and Occupational Therapy Assistant Program laboratory. If a student does not have computer access at home, they should make arrangements to use the computers on campus and/or at any other available site. Failure to have computer access will not be deemed an excuse for late assignments, or inappropriate format of assignments.

## **NBCOT CERTIFICATION EXAM AND LICENSURE IN THE STATE OF FLORIDA**

Upon completion of the OTA program each student will need to take the national certification exam given by NBCOT and apply for licensure in the state of Florida. Both the exam and application for licensure have additional fees that must be paid at the time of application. These fees change each year and during the last semester of the program updated information regarding the process and fees will be provided to all students in the program. Students need to look ahead and plan for these fees at the end of the program. Combined cost for the certification exam and licensure is estimated to be between \$700.00-\$800.00.

## **PROFESSIONAL ORGANIZATIONS**

All students in the OTA Program will become members of the Occupational Therapy Assistant Club at the State College of Florida. The purpose of this club is to promote the profession of Occupational Therapy, participate in educational activities related to Occupational Therapy and to engage in community service.

Students are also encouraged to become members of the occupational therapy professional organizations. The American Occupational Therapy Association (AOTA) and the Florida Occupational Therapy Association (FOTA) have affiliate memberships for students at reduced rates. These organizations offer current journals, information on continuing education courses, employment opportunities, professional networking opportunities and many other benefits.

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA**  
**Occupational Therapy Assistant Program**  
**PERFORMANCE STANDARDS**  
**Student Self-Evaluation – Revised 5/15**

**Student** \_\_\_\_\_ **Completion Date:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

PERFORMANCE STANDARDS RATING SCALE	
S+	Student exceeds satisfactory performance
S	Student performs at a satisfactory level
NE	Student needs experience
NI	Student needs improvement
N/O	Student has not had opportunity to work on this performance Standard
—	Student was not evaluated on this performance standard

**Place the score opposite the performance standard using the Rating Scale**

Standard of Performance	Score	Comments
Critical Thinking <i>Demonstrates critical thinking ability sufficient for clinical judgment and problem solving.</i>		
❖ Applies critical thinking processes to their work in the classroom, laboratory and the fieldwork experiences.		
❖ Exercises judgment in decision making abilities during class, laboratory and in fieldwork experiences.		
❖ Follows safety procedures established for each class, laboratory and fieldwork experience.		
❖ Demonstrates ability to self-evaluate.		



Standard of Performance	Score	Comments
❖ Demonstrates ability to identify problems and offer possible solutions.		
<b>Interpersonal</b> <i>Demonstrates the ability to interact and relate to other people beyond giving and receiving instructions.</i>		
❖ Demonstrates interest in classmates, faculty, patients/clients.		
❖ Demonstrates skills of collaboration when working with others.		
❖ Demonstrates ability to listen to others.		
❖ Demonstrates the ability to provide suggestions/recommendations to others.		
❖ Demonstrates ability to maintain poise and flexibility in stressful or changing conditions.		
❖ Recognizes and responds appropriately to individuals of all ages, genders, races, socio-economic, religious, sexual preferences and cultural background.		
<b>Communication</b> <i>Demonstrates the ability to communicate clearly with patients/clients, physicians, other health professionals, family members, significant others, care givers, community or professional groups and colleagues.</i>		
❖ Communicates effectively with classmates in simulated laboratory activities and situations for data collection, instruction and intervention.		
❖ Participates in group meetings to deliver and receive information and respond to questions from a variety of sources.		
❖ Reports clearly and legibly through progress notes in patient/client charts, communicates with physicians and insurance providers including billing and order/referral forms.		
❖ Responds to patient calling or any other warning call and machine alarm.		
❖ Demonstrates skill in utilizing various computer programs to prepare assignments, presentations, and documentation as required in the classroom, laboratory and fieldwork environments.		

Standard of Performance	Score	Comments
❖ Effectively communicates and work interprofessionally with those who provide services, clarifying each member's responsibility in executing an intervention plan.		
<b>Motor Skills</b> <i>Demonstrates the ability to execute motor movements reasonably required to provide general and emergency care and treatment to patients/clients.</i>		
❖ Moves around in classroom, laboratory, patient/client's room, therapy/treatment area.		
❖ Moves to and from departments to patient/client's rooms.		
❖ Provides for patient/client safety and well being in all therapeutic or transporting activities by utilizing proper body mechanics.		
❖ Exhibits sufficient manual dexterity to manipulate small and large equipment, provide support, assistance and resistance as needed for movement, exercise, data collection and interventions.		
❖ Knowledge of how to perform CPR.		
<b>Hearing</b> <i>Demonstrated functional use of hearing to monitor and assess health needs.</i>		
❖ Demonstrates ability to obtain and utilize information directly from instructors, fieldwork educators and classmates in lecture, laboratory simulations/activities and fieldwork experiences.		
❖ Demonstrates ability to obtain appropriate medical history and data collection directly from the patient/client, caretaker and/or family member.		
❖ Responds to monitor alarms or cry for help and/or assistance.		
<b>Visual</b> <i>Demonstrates visual acuity and perception sufficient for observation and assessment.</i>		
❖ Demonstrates ability to obtain and utilized information directly from		

Standard of Performance	Score	Comments
lectures, and laboratory demonstrations/activities.		
❖ Receives information via observation from patients/clients, e.g. movement, posture, body mechanics, etc. necessary for comparison to normal standards for purposes of evaluation of performance and response to interventions.		
❖ Receives information from treatment environment.		
<b>Tactile</b> <i>Demonstrates tactile abilities sufficient to gather assessment information and provide intervention.</i>		
❖ Demonstrates the ability to sense changes in an individual's muscle tone, muscle strength, skin quality, joint mobility, kinesthesia and temperature.		
❖ Demonstrates the ability to gather accurate objective evaluative information via tactile abilities in a timely manner.		
❖ Demonstrates the ability to obtain and utilize information about an individual via tactile abilities during treatment activities.		
<b>Self Care</b> <i>Maintains general good health and self care in order not to jeopardize the health and safety of self and individuals with whom one interacts with in the academic and clinical setting.</i>		
❖ Maintains hygiene while in lectures, laboratory experiences and clinical experiences.		
❖ Demonstrates safety habits and work area neatness.		
❖ Understands components of a healthy lifestyle.		
❖ Meets all health requirements of the OTA Program.		
<b>Intellectual Abilities</b> <i>Demonstrates the ability to read, write, speak and understand English at a level consistent with successful course completion and development of a positive patient-student relationship.</i>		

Standard of Performance	Score	Comments
❖ Demonstrates ability to comprehend and follow verbal and written instructions.		
❖ Consistently meets course requirements of all courses in the OTA Program, passing each course with a grade of "C" or better.		
❖ Can learn to reconcile conflicting information.		
❖ Written communication: Demonstrates ability to use proper punctuation, grammar, spelling; work is neat and legible.		
<b>Commitment to Learning</b> <i>Demonstrates a positive attitude towards decision-making, policies and operating methods, rules, etc.</i>		
❖ Completes readings, assignments, and other activities outside of class hours.		
❖ Demonstrates initiative, motivation and enthusiasm related to course requirements.		
❖ Demonstrates ability to complete all work without evidence of cheating or plagiarism.		
❖ Attends all class/laboratory/fieldwork experiences as assigned.		
❖ Is consistently punctual to all class/laboratory/clinical assignments.		
❖ Understands the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.		
<b>Affective Learning Skills</b> <i>Demonstrates appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental and behavioral safety of clients and other individuals with who one interacts with in the academic and fieldwork setting. Acknowledges and respects individual values and opinions to foster harmonious working relationships with colleagues, peers and patient/clients.</i>		
❖ Demonstrates ability to sustain the mental and emotional rigors of a demanding educational program, which includes an academic and fieldwork		

Standard of Performance	Score	Comments
components, that occurs within set time constraints.		
❖ Demonstrates willingness to accept challenges.		
❖ Demonstrates ability to work with others on projects/assignments, sharing the workload		
❖ Open to feedback both positive and negative.		
❖ Listens actively.		
❖ Follows guidelines and rules for the program and college.		

Faculty Signature(s): \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **OCCUPATIONAL THERAPY CODE OF ETHICS AND ETHICS STANDARDS (2015)**

### **Preamble**

The 2015 *Occupational Therapy Code of Ethics* (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analysis of the complex dynamics of situations, weighing of consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to,

ethics committees, ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

## **Core Values**

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. *Justice* expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

## **Principles and Standards of Conduct**

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

### **Beneficence**

#### **Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.**

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing

persons in danger (Beauchamp & Childress, 2013).

## **Related Standards of Conduct**

### **Occupational therapy personnel shall**

- A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.
- B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.
- C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.
- D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.
- E. Provide occupational therapy services, including education and training, that are within each practitioner's level of competence and scope of practice.
- F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.
- G. Maintain competency by ongoing participation in education relevant to one's practice area.
- H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.
- I. Refer to other providers when indicated by the needs of the client.
- J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

## **Nonmaleficence**

### **Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.**

*Nonmaleficence* "obligates us to abstain from causing harm to others" (Beauchamp & Childress, 2013, p. 150). The Principle of *Nonmaleficence* also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of *due care* "requires that the goals pursued justify the risks that must be imposed to achieve those goals" (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this



standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

## **Related Standards of Conduct**

### **Occupational therapy personnel shall**

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.
- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.
- C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.
- E. Address impaired practice and when necessary report to the appropriate authorities.
- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.
- G. Avoid engaging in sexual activity with a recipient of service, including the client's family or significant other, student, research participant, or employee, while a professional relationship exists.
- H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one's own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

## **Autonomy**

### **Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.**

The Principle of *Autonomy* expresses the concept that practitioners have a duty to treat the client according to the client's desires, within the bounds of accepted standards of care, and to protect the client's confidential information. Often, respect for Autonomy is referred to as the *self-determination principle*. However, respecting a person's autonomy

goes beyond acknowledging an individual as a mere agent and also acknowledges a person's right "to hold views, to make choices, and to take actions based on [his or her] values and beliefs" (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

## **Related Standards of Conduct**

### **Occupational therapy personnel shall**

- A. Respect and honor the expressed wishes of recipients of service.
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision making.
- E. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
- G. Respect a research participant's right to withdraw from a research study without penalty.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act).
- I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.
- J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

## **Justice**

**Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.**

The Principle of *Justice* relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

## **Related Standards of Conduct**

### **Occupational therapy personnel shall**

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Assist those in need of occupational therapy services to secure access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.
- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
- G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
- H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.
- K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
- L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.
- M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.

- N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.
- O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

## Veracity

### **Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.**

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of *Veracity* refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

## Related Standards of Conduct

### **Occupational therapy personnel shall**

- A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.
- D. Identify and fully disclose to all appropriate persons errors or adverse events

that compromise the safety of service recipients.

- E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.
- F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).
- I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.
- J. Maintain privacy and truthfulness when utilizing telecommunication in delivery of occupational therapy services.

## **Fidelity**

### **Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.**

The Principle of *Fidelity* comes from the Latin root *fidelis*, meaning loyal. *Fidelity* refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client's reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

## **Related Standards of Conduct**

### **Occupational therapy personnel shall**

- A. Preserve, respect, and safeguard private information about employees, colleagues,

- and students unless otherwise mandated or permitted by relevant laws.
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.
  - C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
  - D. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.
  - E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
  - F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
  - G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
  - H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
  - I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.
  - J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.
  - K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions.
  - L. Refrain from actions that reduce the public's trust in occupational therapy.
  - M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

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#### Ethics Commission (EC)

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*Adopted by the Representative Assembly 2015AprilC3.*

*Note.* This document replaces the 2010 document *Occupational Therapy Code of Ethics and Ethics Standards (2010)*, previously published and copyrighted in 2010 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 64, S17–S26. <http://dx.doi.org/10.5014/ajot.2010.64S17>

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Program Forms  
Specific to the  
Occupational Therapy  
Assistant  
Program  
2016 - 2018

You will be required to sign  
copies of the forms in this  
section to enroll in the  
Occupational Therapy Assistant  
Program.

Your signature acknowledges  
adherence to the policies and  
procedures of the Occupational  
Therapy Assistant Program



**STATE COLLEGE OF FLORIDA,  
MANATEE-SARASOTA  
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

**Release of Health Information Form**

I, \_\_\_\_\_ give my consent for the State College of Florida  
Student Name – Please Print

Occupational Therapy Assistant Program, Bradenton, Florida, to release my health/physical records, including the following information:

1. Required screenings (titers and lab reports)
2. Required immunizations.
3. Tuberculin Skin Test results or results of chest X-ray (if skin test was positive).
4. Tetanus Booster date.
5. Results of physical/health screening.

In addition, I also give consent SCF/OTA Program to release proof of CPR course completion, HIV/AIDS course completion, Florida Laws & Rules course completion and Medical Errors course completion.

This consent is valid from the date below until withdrawal of consent is received in writing from the person whose signature is indicated.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

Reviewed: 2016

**STATE COLLEGE OF FLORIDA  
MANATEE-SARASOTA  
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

**Release of Information Form**

In accordance with the Citizen's Right to Privacy Act, it is now necessary to have a signed consent to release any information in the form of a recommendation. This applies to both practicing therapists who are changing jobs and to students who are seeking jobs or pursuing advanced degrees after completing the OTA program.

I, \_\_\_\_\_ give my consent for the State College of Florida  
Student Name – Please Print

Occupational Therapy Assistant Program, Bradenton, Florida, to release, either in writing or verbally, any information regarding my performance as a therapist or student. I understand that no information may be released without my signed consent.

This consent is valid from the date below, until withdrawal of consent is received in writing from the person whose signature is indicated.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Reviewed: 2016

## Health Professions Programs

### **Policy on Procedure related to: Reasonable Cause Drug Screening**

The faculty of the State College of Florida Health Professions Programs has the responsibility for ensuring that all students in the health professions programs are able to function safely and effectively in the health care facilities used for clinical experience during the programs. Students are not allowed in the clinical area under the influence of any chemical substance that may alter thinking or functioning. To promote and maintain this level of safe practice, all students accepted into a health professions program will submit to drug screening as a condition for remaining in the program.

If at any time during the student's enrollment in a Health Professions Program, it is determined that a student's behavior is suspect of being chemically impaired, the faculty member/clinical instructor will report the observed behavior to the Program Director, who will direct the student for completion of a **Reasonable Cause Drug Screening**. Suspicious behavior may include, but is not limited to, slurred speech, unsteady gait, drowsiness, glassy eyes, personality or mood changes, alcohol smell on breath, altered thinking, inability to understand or follow through with instructions, and/or inappropriate behavior.

All drug tests are done according to the specific guidelines of the National Institute on Drug Abuse and are subject to mandatory confirmation of any preliminary positive results.

Testing procedures will be the same as for the preclinical screening. Substances to be tested will be the same as noted in the *Health Professions Program Handbook*.

#### **I. POLICY**

- A. If at any time during the student's enrollment in a Health Professions Program, it is determined that a student's behavior is suspect of being chemically impaired, the faculty member/clinical instructor will report the observed behavior to the Program Director, who will direct the student for completion of a **Reasonable Cause Drug Screening**. Suspicious behavior may include, but is not limited to, slurred speech, unsteady gait, drowsiness, glassy eyes, personality or mood changes, alcohol smell on breath, altered thinking, inability to understand or follow through with instructions, and/or inappropriate behavior.
- B. If at any time reports of potential substance abuse by any currently enrolled health professions student(s) provide reasonable suspicion that a student may be chemically impaired; the Program Director may authorize that the reported student(s) be included in the group(s) selected for random screening.
- C. **Reasonable Cause Drug Screening** requires the student bring a picture ID to the collection site.
- D. Students will not be allowed to drive themselves to **Reasonable Cause Drug Screenings**.
- E. Refusal to submit to testing is a violation of the Division's Drug Screening policy and will result in immediate dismissal from the program as per the Health Professions Student Handbook.

- F. Students will be given a reasonable opportunity to explain a confirmed positive test result. If the explanation is unacceptable and/or cannot be satisfactorily documented by the student's physician, the student will be dismissed from the program and will be referred to a treatment resource for evaluation as per the Health Professions Student Handbook
- G. Students wishing to address any concerns about the drug screening policies or procedures of the College may follow the Student Conflict Resolution procedures as outlined in the SCF Student Handbook.

## II. PROCEDURE

- A. When a student is suspected of being chemically impaired, the faculty member/clinical instructor will report the observed behavior to the Program Director.
- B. The Program Director will send the student for a **Reasonable Cause Drug Screening**
  - 1. The Program Director will contact and inform the student of the suspected impairment.
  - 2. The Program Director will instruct the student to log into *Certified Background* and order the Random Drug Screen Order.
  - 3. The Program Director will contact the student's emergency contact on file with the program.
  - 4. The emergency contact will be instructed to pick the student up at the college/clinical site and escort them to the drug testing facility identified via the *Certified Background* order process.
  - 5. The student will have no more than 24 hours to complete the drug test from initial contact by the program director.
- C. Students with a positive drug screen will be dismissed from the program immediately. Each of the following will constitute a positive screen:
  - 1. A confirmed positive screen to which the student is unable to provide a reasonable explanation or satisfactory documentation from the student's physician.
  - 2. Failure to order the Random Drug Screen on *Certified Background* when instructed.
  - 3. Failure to show/complete the screening at the collection site
  - 4. Failure to complete the drug screen within 24 hours of initial contact by the program director
  - 5. Refusal to submit to testing as listed in the Health Professions Programs student Handbook
- D. The Cost of the **Reasonable Cause Drug Screen** will be paid for by the College.

Health Professions Programs  
Policy on Procedure related to: **Reasonable Cause Drug Screening**

STUDENT ACKNOWLEDGEMENT

I, \_\_\_\_\_, have received, reviewed, and understand the content in the Health Professions Programs **Reasonable Cause Drug Screening** policy and procedure. I am aware of and accept my responsibilities to both the college and the program in regard to this policy and procedure.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Print Name**

**Please indicate which program you are enrolled in:**

Dental Hygiene     Nursing     OTA     PTA     Radiography

Reviewed: 2016

This student handbook has been developed so students are fully aware specific policies and procedures of the Health Professions Division and Occupational Therapy Assistant Program. Policies may be subject to change during the student's course of study, if so determined by the faculty, program and/or division. If changes are made, students will be notified in writing. Students are reminded that they also must be familiar with and adhere to the policies and procedures of the College, as stated in the College Catalog and the Student Handbook.

State College of Florida, Manatee-Sarasota does not discriminate on the basis of sex, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information and sexual orientation in any of its educational programs, services or activities, including admission and employment. Direct inquiries regarding nondiscrimination policies to: Equity Officer, 941-752-5323, PO Box 1849, Bradenton, FL 34206. For more information:

Equity Officer, ADA Coordinator and Manager of Employment: Erika Gillette  
State College of Florida  
5840 26th St. W., Bradenton, FL 34207  
941-752-5323

Title IX Deputy Coordinator and Section 504 Coordinator: Gloria M. Tracy  
State College of Florida  
5840 26th St. W., Bradenton, FL 34207  
941-752-5506

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5840 26th St. W., Bradenton, FL 34207  
941-752-5301

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