State College of Florida
Manatee-Sarasota

Health Professions Division
Student Handbook

Occupational Therapy Assistant Program
2014-2016

Revised 5/2014
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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. That will facilitate your achievement of educational, professional and personal goals. We will continually evaluate and modify your course of study and learning experiences to ensure the attainment of the competencies 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 division/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 student in the program. All students are also subject to all regulations outlines 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 director as soon as possible to resolve any possible problems.

We wish you success during your course of study in the Occupational Therapy Assistant Program.

Sincerely,

Debra Chasanoff, MEd, OTR/L
Program Director
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.

Repeated attempts of general education courses will be allowed per the rules outline in the current SCF catalogue.

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 Nursing, Dental Hygiene, Occupational Therapy Assistant, Physical Therapist Assistant and Radiography.
ACADEMIC ADVISEMENT
Email: 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

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

FINANCIAL AID
Email: 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 is handled by the College Financial Aid Office.

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

STUDENT ASSISTANCE PROGRAM
BayCare: 800-878-5470

The SCF student assistance program 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 BayCare Behavioral Health to qualified providers in Manatee, Sarasota and Charlotte counties, 24/7. Students may self-refer to use this free, confidential resource for three visits. If there is a need for additional services, the student will be offered options by the BayCare provider

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

Library:
The College Library also is available to enhance learning. The schedule for the library is available from the library link on the College’s homepage: www.scf.edu/library

Health Profession Media Laboratory:
(Bradenton and Venice Campus: located in Nursing Learning Lab)

The media area of the laboratory has a collection of multimedia instructional materials, computer-assisted learning, self-instructional materials to enhance learning, and remedial assistance. Some of these programs are required in course syllabi, while others are supplemental to enhance individual learning.

Students are encouraged to make use of all of the available materials throughout the Health Professions Program. 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. Accessing these resources is as easy as ABC:

A. Go to www.scf.edu/ARC
B. Click Student Success Resources link
C. Click Virtual Tutoring and Study Skill Support Link

Disability Resource Center
Email: www.edu/DisabilityResourceCenter

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 Program Director/Director of 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 are 941-408-1448 (TTY 941-480-3420) on the Venice Campus and 941-752-5295 (TTY 941-751-8179) on the Bradenton Campus.
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. If the college is closed, clinical experiences are cancelled for the day(s).

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.

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

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 two part 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 and social security verification 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.

**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 statues. 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, it 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 *Certified Background Check*. 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 *Certified Background Check* 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 Certified Background 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 random drug screen order on *Certified Background Check*. 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 on page 36). 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; the Program Director may authorize that the reported student(s) be included in the group(s) selected for random screening.

**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 certified background
m. failure to order drug test via Certified Background

Positive Results

Students will be given a reasonable opportunity to explain a confirmed positive test result to the medical resource officer of Certified Background Check. 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, the student will be removed from the program until a satisfactory medical release is received.

PUBLIC SAFETY

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.

CAMPUS HEALTH, WELLNESS AND FIRST AID

The College is vitally concerned about the safety and well-being of 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 has not experienced a significant number of criminal acts, students are encouraged to be aware of potential problems and join the effort to make SCF a safe and secure environment for everyone. 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: http://scf.edu/public safety

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: http://scf.edu/publicsafety

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 Certified Background upon completion within the designated time frame.

**CERTIFIED BACKGROUND CHECK**

**Certified Background (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 Certified Background. Certified Background 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.

Background checks and related items will be coordinated at the time of Program Orientation/Admission.

**The Process:** The student will be provided with instructions with a specific program package identified. The student will proceed to [http://www.certifiedbackground.com](http://www.certifiedbackground.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.

Helpful Hint: For security purposes, username and passcodes are emailed to you. They do not just pop-up on the screen so make sure to leave the certified background website up while you are proceeding through each step of downloading instructions and registering, then proceed to the different sites to setup accounts as needed. For help contact, CertifiedProfile at 888/666-7788 or studentservices@certifiedprofile.com and a student support representative will be available Monday - Thursday 8:00am-8:00pm, Friday 8:00am-6:00pm, Sunday 10:00am-6:30pm EST. 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 and coordinated with the Program Directors so that all items are reviewed together for completion. Prior to the deadline date, students will receive confirmation. 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.

**INJURY/ACCIDENT PROCEDURE**

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

1. Immediately notify the Clinical Instructor, program faculty and designated personnel of the clinical facility when an injury/unalusual 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 clinical activities.
5. Student will submit all documentation and proof of payment to the director of Business Services and Public safety.

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 classroom, clinical, and laboratory sites.

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 letter from her physician stating whether or not the student may continue in the program and what precautions, if any, must be taken if the student remains in the program. Forms can be obtained to document this information in the Health Professions Handbook or from the department secretary.

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.

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

Students are advised that pregnancy may interfere with meeting the objectives of the program which may, in turn, delay completion of the program.

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.
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.

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 occasion for 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, the following:
1. Failure to make satisfactory progress in meeting course requirements for the classroom, clinical component, or learning laboratory.
2. Student behavior and/or performance endangering either the student's and/or the patient's safety, such as:
   a) administering medications and/or treatments in a negligent manner.
   b) performing treatments or procedures on a patient beyond the limit of the student's educational preparation.
   c) leaving patient care assignment without properly advising appropriate personnel.
   d) discriminating in the rendering of patient care as it relates to the human rights and dignity of the individual.
   e) failure to follow specific rules and guidelines for each course or facility.
3. Failure to adhere to program policies and procedures as defined in the college catalog, the SCF Student Handbook and the Health Professions Program Specific Student Handbook.
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 probation must be removed. (Probation for unsafe clinical practice will remain in effect during the entire semester.)

Faculty will confer 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 will 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 both the classroom and the clinical area. 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 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, health professions handbook and specific program student handbooks.

Social Media

Students in the programs must refrain from using Social Media related to any and all activities associated with program activities, (Facebook, YouTube, Twitter, Friendster, Unigo, etc.) 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. Verbal false and defamatory comments spoken and heard are defined as slander, and when these comments are written and published it is libel. Together, slander and libel are referred to as defamation.

Posting of information relative to clinical sites and activities, technologists, patients or their families, faculty and didactic course content is considered an ethical breach of confidentiality and is in direct violation of HIPAA and the policy and procedure identified in this handbook. Failure to comply may result in dismissal from the program.

Classroom Experiences

Each class provides a valuable opportunity for learning. A client’s health and well-being depend on the implementation of knowledge acquired in the learning process. Since there is little room for error, there is little room for absence. Attendance is expected at all class, clinical, and laboratory experiences. Should an absence be unavoidable, it is the student’s responsibility to contact course faculty and make up missed work.

Active participation is necessary to acquire the knowledge needed to safely care for clients. It is important to attentively listen to faculty and peers, as well as to participate in educational activities. This necessitates arriving for class on time to avoid interrupting the learning process of others. Demonstration of respectful behaviors towards faculty, staff and peers is expected. Faculty and staff will be addressed by their professional title or surname unless invited to do otherwise. Classroom attire should demonstrate a commitment to learning and be appropriate for the setting.

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

Strict adherence to the uniform and confidentiality policies as outlined in the student handbook is required. Proper professional appearance inspires confidence and trust and demonstrates a commitment to the profession. Since clinical learning experiences are irreplaceable, adherence to the attendance policy as outlined in the student handbook is expected. Demonstration of respectful behaviors toward faculty, staff, clients and peers is inherent in professional behaviors, therefore, faculty, staff and clients should be addressed by their surname unless invited to do otherwise. Patient/client gifts must be respectfully declined.

*Failure to maintain safe practice standards in the clinical setting may result in withdrawal from the clinical environment and resultant failure of the course.*

Refer to the specific program handbook section for performance standards related to each program.

**GUIDELINES FOR CLINICAL EXPERIENCES**

1. Students shall report to their clinical instructor upon arriving and leaving the clinical area. Before the student leaves an assigned area, the clinical instructor or designee shall be notified. The student also is responsible for making sure that the computer login, or required forms that document attendance, are correctly completed and signed (if applicable).

2. The clinical agency telephones are for departmental business only.

3. Students are to abide by all policies of the assigned clinical facility and to the specific program to which they are enrolled.

4. Students are advised not to bring personal belongings, i.e., purse, book bag, etc., to the clinical area, since no secure storage is available.

5. The college and clinical agencies assume no responsibility for the loss of money, books, or personal articles.

6. Absolutely no electronic devices that have an audio sound, i.e., cellular phones, are permitted in any clinical area or in the classroom/laboratories without prior approval and then **ONLY** in an emergency situation.

7. All questions relating to any phase of clinical experience shall be first taken to the clinical instructor, then to the clinical coordinator or faculty team leader. If unable to resolve the situation at this level, it should be brought to the attention of the Program Director and then to the Dean, if needed.

8. Students and clinical faculty must refrain from communicating via Facebook, YouTube, Twitter, Friendster, Unigo, etc.

**CONFIDENTIALITY**

Students shall strictly maintain the confidentiality of all 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 client's record or related to the care and treatment of any 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. Photography of clients/patients as well as discussion of any patient/client information via social media is strictly prohibited and grounds for immediate dismissal.

**ELECTRONIC DEVICE ETIQUETTE**

The use of electronic devices (cell phones, tablets and other mobile devices) in the classroom is determined by the faculty member’s electronic mobile device use guidelines for that particular class. Each faculty member determines the acceptable use of electronic devices in the classroom, from requiring the device be turned off to allowing the use of electronic devices in classroom projects. Adhere to the expectations communicated by the faculty member for that course.

**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 will be limited to earrings and a simple wedding band. No bracelets or necklaces may be worn. Earrings will be the stud type and are limited to one pair, one earring per ear. Looped or dangling earrings may not be worn. Other body piercings/jewelry must not be observable while in uniform.
8. 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.
9. Perfume/aftershave should be used in moderation. There may be no other distinct odor to the student.
10. Personal hygiene must be maintained at all times because of the close personal contact with patients.
11. Uniforms and apparel worn to the clinical facilities must be cleaned and pressed.
12. Undergarments should not be visible.
13. Gum chewing in uniform is not permitted.
14. Hose and professional shoes are required. Non-canvas, solid color athletic shoes with **minimal logos or insignias** also may be worn. High or mid-top athletic shoes are not
permissible. Clog-type shoes or shoes with open backs of any kind are not permissible. Heels and toes must be totally enclosed. All shoes and laces are to be neat and clean.

15. Uniforms will only be worn to and from clinical laboratories and will not be worn as personal attire in public.

16. Smoking is not permitted in uniform. In addition, a student who has a smoking odor 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 or hosiery
Shoes or sneakers (Clog-type shoes or shoes with open backs of any kind are not permissible. Heels and toes must be totally enclosed.)

**Physical Therapist Assistant**
Navy, khaki, or black slacks (no denim or corduroy)
PTA program shirt
Socks or hosiery
Shoes or sneakers (Clog-type shoes or shoes with open backs of any kind are not permissible. Heels and toes must be totally enclosed.)

**Radiography**

**Women:**
Scrub top (color announced yearly)
Matching professional slacks
White plain hose or socks

**Men:**
Uniform shirt (color announced yearly)
Matching professional pants white plain socks

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

**Nursing**
SCF white uniform top and navy uniform pants purchased from Meridy’s
White Lab Coat
White shoes and socks
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 organizations 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 Student Activities Advisor 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.

CONFLICT RESOLUTION POLICY (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.

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.
PROHIBITED HARASSMENT (Rule 6HX14-2.44)

State College of Florida 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, law, rules and regulations. State College of Florida, Manatee-Sarasota will not tolerate harassment or discrimination of its employees, students, applicants for admission and/or employment, volunteers, visitors, contractors, or any person while present on any College campus or sponsored event. State College of Florida, Manatee-Sarasota will also attempt to protect its employees and student from harassment and discrimination by non-employees and non-students. (See Student Handbook and Planner for policy and procedures).
Division 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.
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.

On rare occasions, while participating in a laboratory activity, the student acting as the patient/client may experience some discomfort. If this should occur, please inform one of the laboratory instructors immediately.

Physical contact during laboratory activities and simulations will be expected during laboratory sessions. If physical contact poses a problem for you, please discuss this with the course instructor.

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.

_______________________________  __________________________
Signature                          Date

_______________________________
Print Name

Please indicate which program you are enrolled in:

_____ Dental Hygiene   _____ Nursing   _____ OTA   _____ PTA   _____ Radiography
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 (of 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
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
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 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 of clients/patients 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.

_________________________  ___________________________
Print Name                                     G00#

_________________________  ___________________________
Signature                             Date

Please indicate which program you are enrolled in:

_____ Dental Hygiene ______ Nursing ______ OTA ______ PTA ______ Radiography
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
Benefit Waiver

I, ________________________________ as a student enrolled in a program within the 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
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
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
State College of Florida - Health Professions Programs

Substance Abuse Documentation Form - Observable and Suspicious Behaviors

Student Name: ____________________________ Date: ________________

Absenteism

☐ 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

Skill Set

Occupational Therapy
Assistant Program

2014 – 2015
Occupational Therapy Assistant

PROGRAM FACULTY AND ADMINISTRATION

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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

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

National Board for Certification in Occupational Therapy (NBCOT)
800 South Frederick Ave., Suite 200
Gaithersburg, MD 20877-4150
(302) 990-7979
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

Florida Occupational Therapy Educational Consortium (FLOTEC)
http://www.floteceducation.org
PROGRAM PHILOSOPHY

The philosophy of the Occupational Therapy Assistant Program reflects the mission of the State College of Florida 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 the 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.

Developed: 12/10/97
Revised: 2/99, 1/02, 6/02, 5/04, 8/05, 8/09, 9/10, 6/11, 5/14
Reviewed: 11/10/99, 6/00 6/01, 6/03, 6/04, 6/06, 8/08, 4/09, 5/10, 5/12, 5/13

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 discusses 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 aids in increasing the student’s dedication and motivation, as the progression of knowledge and experiences toward the goal of becoming an occupational therapy assistant is now apparent. 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 course work 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 in 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 inter-professional 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
Revised: 2/9/99, 3/6/01, 6/6/02, 4/05, 6/06, 5/07, 6/07, 10/08, 5/10, 6/11, 5/12, 6/13, 5/14
Reviewed: 11/10/99, 6/15/00, 6/03, 6/08, 9/09, 5/13

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 engages the student in an accessible, innovative and dynamic learning environment, which facilitates the maturation of skills in critical thinking, communication, self-expression and problem solving within the health care environment, as well as develops tools to effectively seek continuing education. A variety of teaching/learning methods are incorporated in an active learning environment to be flexible and responsive to the diversity in student abilities, interests and motivation. The program is designed to meet the needs of the community by maintaining current standards of occupational therapy practice and to enhance the availability of occupational therapy services across the lifespan.

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

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 graduates to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation.
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.

Maintain a state-of-the-art program through continuing dialogue and contact with the advisory committee, the American Occupational Therapy Association, the Florida Occupational Therapy Association, and through ongoing program evaluation.

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.

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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 Identify individual client needs and use available resources to assist in meeting those needs.

1.7 Establish a client-professional relationship to engage in a collaborative treatment planning process.

1.8 Participate with the client, significant others, therapist, and other members of the health team in evaluating the individual’s progress toward meeting identified goals.

1.9 Acknowledge and understand the importance of engagement in occupation to support participation in context or contexts to promote the achievement of health and wellness.

1.10 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.

1.11 Recognize the effects and contributions of beliefs, values and cultures as well as the roles of family in the treatment process.

1.12 Implement group interventions based on principles of group development and group dynamics across the lifespan.

1.13 Facilitate discharge planning including identification of community, human and fiscal resources; recommendations for environmental adaptations; and home programming.

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 treatment modalities.

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 significant others 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.

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.

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.

Developed: 12/97
Revised: 6/6/02, 5/28/04, 5/05, 5/07, 6/11, 5/12
Reviewed: 2/99, 11/99, 6/00, 6/0, 6/03, 6/06, 6/06, 4/09, 5/10, 5/13, 5/14
# OCCUPATIONAL THERAPY ASSISTANT PROGRAM CURRICULUM
(Revised 5/24/2013)

## REQUIRED PROGRAM COURSES

### PREREQUISITES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>LEC.</th>
<th>LAB</th>
<th>CR</th>
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<tbody>
<tr>
<td>BSC 2085C</td>
<td>Anatomy and Physiology I</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Any Area II, A.S.**</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td>PSY 2012</td>
<td>General Psychology</td>
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### FALL SEMESTER

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<thead>
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<tbody>
<tr>
<td>BSC 2086C</td>
<td>Anatomy and Physiology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
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<tr>
<td>DEP 2004</td>
<td>Human Development: Life Span</td>
<td>3</td>
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<tr>
<td>OTH 1001C</td>
<td>Introduction to Occupational Therapy</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>OTH 1014C</td>
<td>Functional Anatomy and Kinesiology</td>
<td>4</td>
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### SPRING SEMESTER

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<thead>
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<th>Title</th>
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<tbody>
<tr>
<td>ENC 1101</td>
<td>Written Communication I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OTH 1114C</td>
<td>Occupational Therapy Skills and Techniques I</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>OTH 1520C</td>
<td>Occupational Therapy During the Growth Years</td>
<td>3</td>
<td>6</td>
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<tr>
<td>OTH 1410</td>
<td>Introduction to Human Disease</td>
<td>3</td>
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### SUMMER SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>LEC.</th>
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</thead>
<tbody>
<tr>
<td>ENC 1102</td>
<td>Written Communication II</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td>SPC 1608</td>
<td>Fundamentals of Speech Communication</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Humanities</td>
<td>Choose from Area IV, A.S.</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td></td>
<td>General Education Requirement</td>
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### FALL SEMESTER

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<th>LAB</th>
<th>CR</th>
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<tbody>
<tr>
<td>OTH 2261C</td>
<td>Occupational Therapy Skills and Techniques II</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>OTH 2420C</td>
<td>Occupational Therapy for the Physically Disabled</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>OTH 2300C</td>
<td>Occupational Therapy in Mental Health</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>OTH 2802L</td>
<td>Occupational Therapy Practicum</td>
<td>0</td>
<td>12</td>
<td>4</td>
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### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
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<th>LEC.</th>
<th>LAB</th>
<th>CR</th>
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<tbody>
<tr>
<td>OTH 2933C</td>
<td>Seminar for Clinical Practice</td>
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<td>3</td>
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<tr>
<td>OTH 2840L</td>
<td>Supervised Clinical Practice I*</td>
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<td>15</td>
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</tr>
<tr>
<td>OTH 2841L</td>
<td>Supervised Clinical Practice II*</td>
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</table>

**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**
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.

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Demonstrates critical thinking ability sufficient for clinical judgment and problem solving.</td>
</tr>
<tr>
<td></td>
<td>- Applies critical thinking processes to work in the classroom, laboratory and the clinical experiences.</td>
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<tr>
<td></td>
<td>- Exercises judgment in decision making abilities during class, laboratory and in clinical experiences.</td>
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<tr>
<td></td>
<td>- Follows safety procedures established for each class, laboratory and clinical experience.</td>
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<tr>
<td></td>
<td>- Demonstrates the ability to self-evaluate.</td>
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<tr>
<td></td>
<td>- Demonstrates the ability to identify problems and offer possible solutions.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Demonstrates the ability to interact and relate to other people beyond giving and receiving instructions. Cooperates with others.</td>
</tr>
<tr>
<td></td>
<td>- Demonstrates interest in classmates, faculty, patients/clients.</td>
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<td></td>
<td>- Demonstrates the ability to get along with and cooperate with others.</td>
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<td>- Demonstrates the ability to listen to others.</td>
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<tr>
<td></td>
<td>- Demonstrates the ability to provide suggestions/recommendations to others.</td>
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<tr>
<td></td>
<td>- Demonstrates ability to maintain poise and flexibility in stressful or changing conditions.</td>
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<tr>
<td></td>
<td>- Recognizes and responds appropriately to individuals of all ages, genders, races, socio-economic, religious, sexual preferences, and cultural backgrounds.</td>
</tr>
<tr>
<td>Communication</td>
<td>Demonstrates the ability to communicate clearly with patients/clients, physicians, other health professionals, family members, significant.</td>
</tr>
<tr>
<td></td>
<td>- Communicates effectively with classmates in simulated laboratory activities and situations for data collection, instruction and intervention.</td>
</tr>
</tbody>
</table>
|                 | - Participates in group meetings to deliver and
| **Motor Skills** | Demonstrates the ability to execute motor movements reasonably required to provide general and emergency care and treatment to patients/clients. | - 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 |
| **Hearing** | Demonstrates functional use of hearing to monitor and assess health needs. | - Demonstrates ability to obtain and utilize information directly from instructors, fieldwork educators and classmates in lecture, laboratory simulations/activities and clinical 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. |
| **Visual** | Demonstrates visual acuity and perception sufficient for observation and assessment. | - Demonstrates ability to obtain and utilize information directly from lectures, and laboratory demonstrations/activities.  
- 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. |
| **Tactile** | Demonstrates tactile abilities sufficient to gather assessment information and provide intervention. | - 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. |
| **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. | - 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. |
| **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. | - 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. |
| **Commitment to Learning** | Demonstrates a positive attitude towards decision-making, policies and operating methods, rules, etc. | - 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 as assigned.  
- Is consistently punctual to all class, laboratory, and fieldwork assignments. |
| **Affective Learning Skills (behavioral & social attitudes)** | 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 setting. | - 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.  
- Demonstrates willingness to accept challenges.  
- Demonstrates the ability to work with... |
and clinical setting. Acknowledges and respects individual values and opinions to foster harmonious working relationships with colleagues, peers and patients/clients.

- 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.

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
ACADEMIC/FIELDWORK POLICIES

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.

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 through the OTA Program Department (Bradenton- Bld. #28) or can be downloaded from the website: http://www.scf.edu/OTA. Applications are 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 \textbf{2.75} or better in \textbf{ALL} general education courses required by the program towards the degree and a minimum Overall GPA of \textbf{2.0} to meet graduation requirements.

B. Satisfactory completion of any remedial coursework needed to be eligible for college/credit level courses. \textbf{NOTE}: Prerequisite courses may be required for ENC 1101 and Mathematics (Area II, A.S.). These prerequisites \textbf{MUST} be taken \textbf{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 \textbf{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

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 2085C</td>
<td>Anatomy and Physiology I</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Area II, A.S.</td>
</tr>
<tr>
<td>PSY 2012</td>
<td>General Psychology</td>
</tr>
</tbody>
</table>

D. A minimum grade of \textbf{“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 should be made through the OTA/PTA academic department secretary.

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 contact NBCOT at www.nbcot.org or (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 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
STUDENT EVALUATION AND PROGRAM RETENTION

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

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 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.

Criminal Background Check and Drug Screening:
1. Must be completely redone if the student is out of the Program for two long semesters (Fall and Spring).
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 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, the course instructor (see daily course plan for specific course instructor email address) and/or sheelya@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 fieldwork 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. 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 requirement 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 of all indicated information on the daily course plans prior to class is required. 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.

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 changes 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 which combined can be 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 5/14  

<table>
<thead>
<tr>
<th>Student:</th>
<th>Completion Date:</th>
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<tbody>
<tr>
<td>Semester:</td>
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<td>Evaluator:</td>
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PERFORMANCE STANDARDS RATING SCALE  

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<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>S+</td>
<td>Student exceeds satisfactory performance</td>
</tr>
<tr>
<td>S</td>
<td>Student performs at a satisfactory level</td>
</tr>
<tr>
<td>NE</td>
<td>Student needs experience</td>
</tr>
<tr>
<td>NI</td>
<td>Student needs improvement</td>
</tr>
<tr>
<td>N/O</td>
<td>Student has not had opportunity to work on this performance standard</td>
</tr>
<tr>
<td></td>
<td>Student was not evaluated on this performance standard</td>
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</tbody>
</table>

Place the score opposite the performance standard using the Rating Scale  

<table>
<thead>
<tr>
<th>Standard of Performance</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Demonstrates critical thinking ability sufficient for clinical judgment and problem solving.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Applies critical thinking processes to their work in the classroom, laboratory and the fieldwork experiences.</td>
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</tr>
<tr>
<td>✓ Exercises judgment in decision making abilities during class, laboratory and in fieldwork experiences.</td>
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<tr>
<td>✓ Follows safety procedures established for each class, laboratory and fieldwork experience.</td>
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<tr>
<td>✓ Demonstrates ability to self-evaluate.</td>
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<tr>
<td>✓ Demonstrates ability to identify problems and offer possible solutions.</td>
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</table>
| **Interpersonal**  
**Demonstrates the ability to interact and relate to other people beyond giving and receiving instructions.** |
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<tbody>
<tr>
<td>✜ Demonstrates interest in classmates, faculty, patients/clients.</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Standard of Performance</strong></th>
<th><strong>Score</strong></th>
<th><strong>Comments</strong></th>
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</thead>
<tbody>
<tr>
<td>✜ Demonstrates the ability to get along with and cooperate with others.</td>
<td></td>
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<tr>
<td>✜ Demonstrates ability to listen to others.</td>
<td></td>
<td></td>
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<tr>
<td>✜ Demonstrates the ability to provide suggestions/recommendations to others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✜ Demonstrates ability to maintain poise and flexibility in stressful or changing conditions.</td>
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<td></td>
</tr>
<tr>
<td>✜ Recognizes and responds appropriately to individuals of all ages, genders, races, socio-economic, religious, sexual preferences and cultural background.</td>
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| **Communication**  
**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.** |
<table>
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<tbody>
<tr>
<td>✜ Communicates effectively with classmates in simulated laboratory activities and situations for data collection, instruction and intervention.</td>
</tr>
<tr>
<td>✜ Participates in group meetings to deliver and receive information and respond to questions from a variety of sources.</td>
</tr>
<tr>
<td>✜ Reports clearly and legibly through progress notes in patient/client charts, communicates with physicians and insurance providers including billing and order/referral forms.</td>
</tr>
<tr>
<td>✜ Responds to patient calling or any other warning call and machine alarm.</td>
</tr>
<tr>
<td>✜ Demonstrates skill in utilizing various computer programs to prepare assignments, presentations, and documentation as required in the classroom, laboratory and fieldwork environments.</td>
</tr>
</tbody>
</table>
Motor Skills
*Demonstrates the ability to execute motor movements reasonably required to provide general and emergency care and treatment to patients/clients.*

- 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.

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<tr>
<th>Standard of Performance</th>
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<tbody>
<tr>
<td>Hearing</td>
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</table>
*Demonstrates functional use of hearing to monitor and assess health needs.*

- 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.

Visual
*Demonstrates visual acuity and perception sufficient for observation and assessment.*

- Demonstrates ability to obtain and utilized information directly from 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.

**Tactile**
*Demonstrates tactile abilities sufficient to gather assessment information and provide intervention.*

- 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.

**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.*

- 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.

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<tr>
<th>Standard of Performance</th>
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<tbody>
<tr>
<td>Intellectual Abilities</td>
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</table>
*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.*

- 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
Commitment to Learning

*Demonstrates a positive attitude towards decision-making, policies and operating methods, rules, etc.*

- 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.

Affective Learning Skills

*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 whom 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.*

- Demonstrates ability to sustain the mental and emotional rigors of a demanding educational program, which includes an academic and fieldwork 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.

<table>
<thead>
<tr>
<th>Faculty Signature (s):</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Student Signature:</td>
<td>Date:</td>
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</table>
OCCUPATIONAL THERAPY CODE OF ETHICS AND ETHICS STANDARDS (2010)

PREAMBLE
The American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards (2010) (“Code and Ethics Standards”) is a public statement of principles used to promote and maintain high standards of conduct within the profession. Members of AOTA are committed to promoting inclusion, diversity, independence, and safety for all recipients in various stages of life, health, and illness and to empower all beneficiaries of occupational therapy. This commitment extends beyond service recipients to include professional colleagues, students, educators, businesses, and the community.

Fundamental to the mission of the occupational therapy profession is the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings. “Occupational therapy addresses the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well-being, and quality of life” (AOTA, 2004). Occupational therapy personnel have an ethical responsibility primarily to recipients of service and secondarily to society.

The Occupational Therapy Code of Ethics and Ethics Standards (2010) was tailored to address the most prevalent ethical concerns of the profession in education, research, and practice. The concerns of stakeholders including the public, consumers, students, colleagues, employers, research participants, researchers, educators, and practitioners were addressed in the creation of this document. A review of issues raised in ethics cases, member questions related to ethics, and content of other professional codes of ethics were utilized to ensure that the revised document is applicable to occupational therapists, occupational therapy assistants, and students in all roles.

The historical foundation of this Code and Ethics Standards is based on ethical reasoning surrounding practice and professional issues, as well as on empathic reflection regarding these interactions with others (see e.g., AOTA, 2005, 2006). This reflection resulted in the establishment of principles that guide ethical action, which goes beyond rote following of rules or application of principles. Rather, ethical action it 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.

While much has changed over the course of the profession’s history, more has remained the same. The profession of occupational therapy remains grounded in seven core concepts, as identified in the Core Values and Attitudes of Occupational Therapy Practice (AOTA, 1993): altruism, equality, freedom, justice, dignity, truth, and prudence. Altruism is the individual’s ability to place the needs of others before their own. Equality refers to the desire to promote fairness in interactions with others. The concept of freedom and personal choice is paramount in a profession in which the desires of the client must guide our interventions. Occupational therapy practitioners, educators, and researchers relate in a fair and impartial manner to individuals with whom they interact and respect and adhere to the applicable laws and standards regarding their area of practice, be it direct care, education, or research (justice). Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and dignity of the client, by assisting him or her to engage in occupations that are meaningful to him or her regardless of level of disability. In all situations, occupational therapists, occupational therapy assistants, and students must provide accurate information, both in oral and written form (truth). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions to direct them in their area(s) of practice (prudence). These seven core values provide a
foundation by which occupational therapy personnel guide their interactions with others, be they students, clients, colleagues, research participants, or communities. These values also define the ethical principles to which the profession is committed and which the public can expect.

The *Occupational Therapy Code of Ethics and Ethics Standards (2010)* is a guide to professional conduct when ethical issues arise. Ethical decision making is a process that includes awareness of how the outcome will impact occupational therapy clients in all spheres. Applications of Code and Ethics Standards Principles are considered situation-specific, and where a conflict exists, occupational therapy personnel will pursue responsible efforts for resolution. These Principles apply to occupational therapy personnel engaged in any professional role, including elected and volunteer leadership positions.

The specific purposes of the *Occupational Therapy Code of Ethics and Ethics Standards (2010)* are to

1. Identify and describe the principles supported by the occupational therapy profession.
2. Educate the general public and members regarding established principles to which occupational therapy personnel are accountable.
3. Socialize occupational therapy personnel to expected standards of conduct.
4. Assist occupational therapy personnel in recognition and resolution of ethical dilemmas.

The *Occupational Therapy Code of Ethics and Ethics Standards (2010)* define the set of principles that apply to occupational therapy personnel at all levels:

**DEFINITIONS**

- **Recipient of service:** Individuals or groups receiving occupational therapy.
- **Student:** A person who is enrolled in an accredited occupational therapy education program.
- **Research participant:** A prospective participant or one who has agreed to participate in an approved research project.
- **Employee:** A person who is hired by a business (facility or organization) to provide occupational therapy services.
- **Colleague:** A person who provides services in the same or different business (facility or organization) to which a professional relationship exists or may exist.
- **Public:** The community of people at large.

**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, 2009). Forms of beneficence typically include altruism, love, and humanity. 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, 2009).

**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. Provide appropriate evaluation and a plan of intervention for all recipients of occupational therapy services specific to their needs.
C. Reevaluate and reassess recipients of service in a timely manner to determine if goals are being achieved and whether intervention plans should be revised.
D. Avoid the inappropriate use of outdated or obsolete tests/assessments or data obtained from such tests in making intervention decisions or recommendations.
E. Provide occupational therapy services that are within each practitioner’s level of competence and scope of practice (e.g., qualifications, experience, the law).
F. Use, to the extent possible, evaluation, planning, intervention techniques, and therapeutic equipment that are evidence-based and within the recognized scope of occupational therapy practice.
G. Take responsible steps (e.g., continuing education, research, supervision, training) and use careful judgment to ensure their own competence and weigh potential for client harm when generally recognized standards do not exist in emerging technology or areas of practice.
H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the needs and goals of the recipient have been met or when services no longer produce a measurable change or outcome.
I. Refer to other health care specialists solely on the basis of the needs of the client.
J. Provide occupational therapy education, continuing education, instruction, and training that are within the instructor’s subject area of expertise and level of competence.
K. Provide students and employees with information about the Code and Ethics Standards, opportunities to discuss ethical conflicts, and procedures for reporting unresolved ethical conflicts.
L. Ensure that occupational therapy research is conducted in accordance with currently accepted ethical guidelines and standards for the protection of research participants and the dissemination of results.
M. Report to appropriate authorities any acts in practice, education, and research that appear unethical or illegal.
N. Take responsibility for promoting and practicing occupational therapy on the basis of current knowledge and research and for further developing the profession’s body of knowledge.

NONMALEFICENCE

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

Nonmaleficence imparts an obligation to refrain from harming others (Beauchamp & Childress, 2009). The principle of nonmaleficence is grounded in the practitioner’s responsibility to refrain from causing harm, inflicting injury, or wrongdoing others. While beneficence requires action to incur benefit, nonmaleficence requires non-action to avoid harm (Beauchamp & Childress, 2009). 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. If the standard of due care outweighs the benefit of treatment, then refraining from treatment provision would be ethically indicated (Beauchamp & Childress, 2009).

Occupational therapy personnel shall
A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.
B. Make every effort to ensure continuity of services or options for transition to appropriate services to avoid abandoning the service recipient if the current provider is unavailable due to medical or other absence or loss of employment.
C. Avoid relationships that exploit the recipient of services, students, research participants, or employees physically, emotionally, psychologically, financially, socially, or in any other manner that conflicts or interferes with professional judgment and objectivity.

D. Avoid engaging in any sexual relationship or activity, whether consensual or nonconsensual, with any recipient of service, including family or significant other, student, research participant, or employee, while a relationship exists as an occupational therapy practitioner, educator, researcher, supervisor, or employer.

E. 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.

F. Avoid any undue influences, such as alcohol or drugs that may compromise the provision of occupational therapy services, education, or research.

G. Avoid situations in which a practitioner, educator, researcher, or employer is unable to maintain clear professional boundaries or objectivity to ensure the safety and well-being of recipients of service, students, research participants, and employees.

H. Maintain awareness of and adherence to the Code and Ethics Standards when participating in volunteer roles.

I. Avoid compromising client rights or well-being based on arbitrary administrative directives by exercising professional judgment and critical analysis.

J. Avoid exploiting any relationship established as an occupational therapist or occupational therapy assistant to further one’s own physical, emotional, financial, political, or business interests at the expense of the best interests of recipients of services, students, research participants, employees, or colleagues.

K. Avoid participating in bartering for services because of the potential for exploitation and conflict of interest unless there are clearly no contraindications or bartering is a culturally appropriate custom.

L. Determine the proportion of risk to benefit for participants in research prior to implementing a study.

AUTONOMY AND CONFIDENTIALITY

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination.

The principle of autonomy and confidentiality 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 autonomy is referred to as the self-determination principle. However, respect for 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 personal values and beliefs” (Beauchamp & Childress, 2009, p. 103). Autonomy has become a prominent principle in health care ethics; the right to make a determination regarding care decisions that directly impact the life of the service recipient should reside with that individual. The principle of autonomy and confidentiality also applies to students in an educational program, to participants in research studies, and to the public who seek information about occupational therapy services.

Occupational therapy personnel shall

A. Establish a collaborative relationship with recipients of service including families, significant others, and caregivers in setting goals and priorities throughout the intervention process. This includes full disclosure of the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention(s); and/or any reasonable alternatives to the proposed intervention.
B. Obtain consent before administering any occupational therapy service, including evaluation, and ensure that recipients of service (or their legal representatives) are kept informed of the progress in meeting goals specified in the plan of intervention/care. If the service recipient cannot give consent, the practitioner must be sure that consent has been obtained from the person who is legally responsible for that recipient.

C. Respect the recipient of service’s right to refuse occupational therapy services temporarily or permanently without negative consequences.

D. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program/educational institution.

E. Obtain informed consent from participants involved in research activities, and ensure that they understand the benefits, risks, and potential outcomes as a result of their participation as research subjects.

F. Respect research participant’s right to withdraw from a research study without consequences.

G. Ensure that confidentiality and the right to privacy are respected and maintained regarding all information obtained about recipients of service, students, research participants, colleagues, or employees. The only exceptions are when a practitioner or staff member believes that an individual is in serious foreseeable or imminent harm. Laws and regulations may require disclosure to appropriate authorities without consent.

H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and non-verbal communications, including compliance with HIPAA regulations.

I. Take appropriate steps to facilitate meaningful communication and comprehension in cases in which the recipient of service, student, or research participant has limited ability to communicate (e.g., aphasia or differences in language, literacy, culture).

J. Make every effort to facilitate open and collaborative dialogue with clients and/or responsible parties to facilitate comprehension of services and their potential risks/benefits.

SOCIAL JUSTICE

Principle 4. Occupational therapy personnel shall provide services in a fair and equitable manner.

Social justice, also called distributive justice, refers to the fair, equitable, and appropriate distribution of resources. The principle of social justice refers broadly to the distribution of all rights and responsibilities in society (Beauchamp & Childress, 2009). In general, the principle of social justice supports the concept of achieving justice in every aspect of society rather than merely the administration of law. The general idea is that individuals and groups should receive fair treatment and an impartial share of the benefits of society. Occupational therapy personnel have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009). While opinions differ regarding the most ethical approach to addressing distribution of health care resources and reduction of health disparities, the issue of social justice continues to focus on limiting the impact of social inequality on health outcomes.

Occupational therapy personnel shall

A. Uphold the profession’s altruistic responsibilities to help ensure the common good.

B. Take responsibility for educating the public and society about the value of occupational therapy services in promoting health and wellness and reducing the impact of disease and disability.

C. Make every effort to promote activities that benefit the health status of the community.

D. Advocate for just and fair treatment for all patients, clients, employees, and colleagues, and encourage employers and colleagues to abide by the highest standards of social justice and the ethical standards set forth by the occupational therapy profession.
E. Make efforts to advocate for recipients of occupational therapy services to obtain needed services through available means.

F. Provide services that reflect an understanding of how occupational therapy service delivery can be affected by factors such as economic status, age, ethnicity, race, geography, disability, marital status, sexual orientation, gender, gender identity, religion, culture, and political affiliation.

G. Consider offering pro bono (“for the good”) or reduced-fee occupational therapy services for selected individuals when consistent with guidelines of the employer, third-party payer, and/or government agency.

PROCEDURAL JUSTICE

Principle 5. Occupational therapy personnel shall comply with institutional rules, local, state, federal, and international laws and AOTA documents applicable to the profession of occupational therapy.

Procedural justice is concerned with making and implementing decisions according to fair processes that ensure “fair treatment” (Maiese, 2004). Rules must be impartially followed and consistently applied to generate an unbiased decision. The principle of procedural justice is based on the concept that procedures and processes are organized in a fair manner and that policies, regulations, and laws are followed. While the law and ethics are not synonymous terms, occupational therapy personnel have an ethical responsibility to uphold current reimbursement regulations and state/territorial laws governing the profession. In addition, occupational therapy personnel are ethically bound to be aware of organizational policies and practice guidelines set forth by regulatory agencies established to protect recipients of service, research participants, and the public.

Occupational therapy personnel shall

A. Be familiar with and apply the Code and Ethics Standards to the work setting, and share them with employers, other employees, colleagues, students, and researchers.

B. Be familiar with and seek to understand and abide by institutional rules, and when those rules conflict with ethical practice, take steps to resolve the conflict.

C. Be familiar with revisions in those laws and AOTA policies that apply to the profession of occupational therapy and inform employers, employees, colleagues, students, and researchers of those changes.

D. Be familiar with established policies and procedures for handling concerns about the Code and Ethics Standards, including familiarity with national, state, local, district, and territorial procedures for handling ethics complaints as well as policies and procedures created by AOTA and certification, licensing, and regulatory agencies.

E. Hold appropriate national, state, or other requisite credentials for the occupational therapy services they provide.

F. Take responsibility for maintaining high standards and continuing competence in practice, education, and research by participating in professional development and educational activities to improve and update knowledge and skills.

G. Ensure that all duties assumed by or assigned to other occupational therapy personnel match credentials, qualifications, experience, and scope of practice.

H. Provide appropriate supervision to individuals for whom they have supervisory responsibility in accordance with AOTA official documents and local, state, and federal or national laws, rules, regulations, policies, procedures, standards, and guidelines.

I. Obtain all necessary approvals prior to initiating research activities.

J. Report all gifts and remuneration from individuals, agencies, or companies in accordance with employer policies as well as state and federal guidelines.

K. Use funds for intended purposes, and avoid misappropriation of funds.
L. Take reasonable steps to ensure that employers are aware of occupational therapy's ethical obligations as set forth in this Code and Ethics Standards and of the implications of those obligations for occupational therapy practice, education, and research.

M. Actively work with employers to prevent discrimination and unfair labor practices, and advocate for employees with disabilities to ensure the provision of reasonable accommodations.

N. Actively participate with employers in the formulation of policies and procedures to ensure legal, regulatory, and ethical compliance.

O. Collect fees legally. Fees shall be fair, reasonable, and commensurate with services delivered. Fee schedules must be available and equitable regardless of actual payer reimbursements/contracts.

P. Maintain the ethical principles and standards of the profession when participating in a business arrangement as owner, stockholder, partner, or employee, and refrain from working for or doing business with organizations that engage in illegal or unethical business practices (e.g., fraudulent billing, providing occupational therapy services beyond the scope of occupational therapy practice).

VERACITY

Principle 6. 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 in health care refers to comprehensive, accurate, and objective transmission of information and includes fostering the client’s understanding of such information (Beauchamp & Childress, 2009). Veracity is based on respect owed to others. In communicating with others, occupational therapy personnel implicitly promise to speak truthfully and not deceive the listener. By entering into a relationship in care or research, the recipient of service or research participant enters into a contract that includes a right to truthful information (Beauchamp & Childress, 2009). 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 also requires thoughtful analysis of how full disclosure of information may impact outcomes.

Occupational therapy personnel shall

A. Represent the credentials, qualifications, education, experience, training, roles, duties, competence, views, contributions, and findings accurately in all forms of communication about recipients of service, students, employees, research participants, and colleagues.

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 activities.

D. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.

E. Accept responsibility for any action that reduces the public’s trust in occupational therapy.

F. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, students, research participants, or the public.

G. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
H. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
I. Give credit and recognition when using the work of others in written, oral, or electronic media.
J. Not plagiarize the work of others.

FIDELITY

Principle 7. Occupational therapy personnel shall treat 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 being faithful, which includes obligations of loyalty and the keeping of promises and commitments (Veatch & Flack, 1997). In the health professions, fidelity refers to maintaining good-faith relationships between various service providers and recipients. While respecting fidelity requires occupational therapy personnel to meet the client’s reasonable expectations (Purtillo, 2005), Principle 7 specifically addresses fidelity as it relates to maintaining collegial and organizational relationships. 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.

Occupational therapy personnel shall
A. Respect the traditions, practices, competencies, and responsibilities of their own and other professions, as well as those of the institutions and agencies that constitute the working environment.
B. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated by national, state, or local laws or permission to disclose is given by the individual.
C. Take adequate measures to discourage, prevent, expose, and correct any breaches of the Code and Ethics Standards and report any breaches of the former to the appropriate authorities.
D. Attempt to resolve perceived institutional violations of the Code and Ethics Standards by utilizing internal resources first.
E. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
F. Avoid using one’s position (employee or volunteer) or knowledge gained from that position in such a manner that gives rise to real or perceived conflict of interest among the person, the employer, other association members, and/or other organizations.
G. Use conflict resolution and/or alternative dispute resolution resources to resolve organizational and interpersonal conflicts.
H. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
REFERENCES


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Adopted by the Representative Assembly 2012C April17.
Program Forms
Specific to the
Occupational Therapy
Assistant
Program
2014 – 2015

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
Release of Health Information Form

I, ____________________________ give my consent for the State College of Florida 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
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
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 Lancer Student Handbook.

The State College of Florida is an equal opportunity and access institution and does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, disability, age, marital or veteran status in any of its educational programs, services, or activities, including admission and employment.

Disabled individuals requiring accommodations, modifications for encountering physical barriers in the limited number of older inaccessible facilities should contact the disability resource center (DRC) at 941-752-5295 or 941-408-1300 ext. 65295, for information, assistance or services. Provision of auxiliary aids and services to College events or activities require a specific request at least two business days prior to the function.