

# OCCUPATIONAL THERAPY ASSISTANT PROGRAM

## STUDENT HANDBOOK

### **PROGRAM INFORMATION**

#### **Program Description:**

OTA program is a two-year Associate of Applied Science program that starts a new class every fall semester. Enrollment in the program is by selective admission with the application deadline on January 15<sup>th</sup> for the upcoming fall semester. The two primary locations for the program are at SWCC's Booth Center in Grundy, Virginia and an expanded site location at Virginia Highlands Community College (VHCC) in Abingdon, Virginia. A limited number of students will be selected for each of these two primary campus locations with enrollment at VHCC consisting not only of students from the VHCC catchment region but also from the areas Mountain Empire Community College (MECC) and Wytheville Community College (WCC).

#### **Program Purpose:**

To prepare selected students to qualify as contributing members of the health care team who will care for patients under the supervision of a Registered Occupational Therapist. The goals of the occupational therapy team are to develop, restore, or maintain adaptive skills in individuals whose abilities to cope with daily living are threatened or impaired by disease, injury, developmental disability, or social disadvantage.

#### **Accreditation:**

The Occupational Therapy Assistant Program at Southwest Virginia Community College and expanded site at Virginia Highlands Community College campus is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. AOTA's phone number is (301) 652-AOTA and it's web address is: [www.acoteonline.org](http://www.acoteonline.org). Graduates of the program will be able to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT Certification examination or attain state licensure.

#### ***Program-specific learning outcomes***

At the conclusion of the OTA program, the graduate should be able to:

1. Provide OT services as specified in the plan of care developed by the OTR and modify treatment techniques as indicated.

2. Define the scope of practice and limitations of the OTA within the health care team.
3. Describe how the sensorimotor, cognitive and psychosocial performance components affect function in activities of daily living, work, and play/leisure.
4. Explain the value and purpose of the occupational therapy profession and effectively communicate with patients, families, and other health care professionals.
5. Collect data from chart review, interview, screening, or testing procedures for assessment of patients and identify needs, resources and available options under the supervision of the OTR.
6. Using activity analysis and critical thinking skills, select, adapt and grade treatment activities according to the abilities of each patient.
7. Describe how physical, cultural, and psychosocial factors contribute to preventing deficits and in maintaining or improving function in everyday activities.
8. Demonstrate safe, ethical, and legal practice of occupational therapy.
9. Demonstrate effective time management and planning skills in classroom, lab, and clinical experiences.
10. Demonstrate responsibility for one's actions, respect for levels of authority, and ability to collaborate with other health care workers on problem solving strategies for treatment interventions.
11. Sit for the National Board for Certification in Occupational Therapy (NBCOT).

**Program Format:**

The OTA program educational experiences consists of on-site lecture, distance lecture to remote campus sites via the compressed video network, hands-on laboratory, computer web-based instruction through *BlackBoard*, and a variety of clinical experiences. Students are required to complete a computer course and need to have skills necessary to navigate the internet for researching projects and assignments and utilizing the *BlackBoard* components for classes (i.e., online testing, online resources, grades, and discussions)

## ADMISSION REQUIREMENTS

*In addition to the general requirements for admission to the College, consideration for a position in this program requires the following:*

- Graduation from high school or satisfactory GED;
- The completion of one unit each of Biology (with laboratory) and Chemistry (with laboratory) with no grades below a “C” prior to January 15 application deadline (deficiencies can be made up through developmental studies or college courses).
- High school seniors who have not completed the full sequence of the prerequisite courses must be enrolled in the second semester of these courses and have earned a grade of "C" or above for the first semester to be considered for program admission. Grades in these courses must reflect a minimum of “C”.
- All high school courses and/or college work must reflect an overall grade average of “C” (2.5 GPA) or higher.
- The completion of the Virginia Placement Tests (VPT) with demonstrated readiness for ENG 111 and proficiency in MTE 1-6.
  - Satisfactory completion of ENG 111 with grade of “C” or above will meet the ENG pre-requisite.
  - Scores of 520 or above for SAT math and 22 for ACT math OR college math courses number 151 or above with at least a “C” grade or better will meet the math pre-requisite.
- The completion of the TEAS-V test.
- Any prescribed developmental studies courses must be successfully completed before the January 15 application deadline
- Eight (8) hours of observation in an occupational therapy setting should be documented by the OT personnel denoting date(s) and time(s).

Students planning to transfer to senior institutions should inform their advisors and should consider coursework that can be used for transfer.

When enrollment must be limited for any curriculum, priority shall be given to all qualified applicants who are residents of the political divisions of Buchanan, Dickenson (partial), Russell, or Tazewell counties, supporting the college and to Virginia residents not having access to a given program at their local community college, provided such students apply for admission to the program prior to registration or by a deadline established by the College. In addition, residents of localities with the College have clinical-site or other agreements may receive equal consideration for admission.

*To be considered as a Virginia resident, an applicant must be domiciled within Virginia 12 months prior to January 15. Applicants moving out-of-state between January 15 and the first day of classes will lose their preferred status and any offer of admission to the program will be withdrawn. Out-of-region applicants who are Virginia residents will be considered for program openings available April 1 and out-of-state applicants for openings available May 1.*

## **PROGRAM ENTRY REQUIREMENTS**

### **CRIMINAL BACKGROUND CHECK/DRUG SCREENING**

Background checks for criminal history and sex offender crimes against minors are required for entrance into the OTA program. Students with convictions may be prohibited from clinical practice and may not complete the program. Clinical agencies/sites may require drug testing and background checks prior to placement of students for clinical rotations. Cost for criminal background checks and drug testing will be the responsibility of the student.

### **HEALTH CERTIFICATE/PHYSICAL EXAM FORM**

Students accepted into the program are required to submit a certificate reflecting a successful physical examination, signed by a licensed physician. The physical examination must be completed after receiving notification of acceptance to the program and prior to beginning classes. Immunizations must be current and include Hepatitis B, Varicella (Chickenpox) and MMR. Proof of Tuberculin skin test (PPD), Tetanus booster within last 10 years, and current CPR certification must be shown on admission to the program and kept current throughout the program. Students must complete the declination form if they decline the Hepatitis B and/or Varicella.

### **MEDICAL INSURANCE AND LIABILITY INSURANCE**

Each student is responsible for his/her medical expenses including injuries that occur in the clinical facility. Therefore, students are encouraged to have their own medical insurance.

Liability Insurance coverage – To accommodate the demand for higher coverage rates for student liability coverage at clinical sites, a student liability insurance policy will need to be purchased by students prior to attending Level I or Level II clinicals. The student policy is available through *Healthcare Providers Service Organization* at <http://www.hpsso.com/professional-liability-insurance/student-coverage-description.jsp>

### **TRANSPORTATION**

Reliable transportation for all travel requirements associated with the Occupational Therapy Assistant Program is the responsibility of the student. This includes attendance for both classroom and clinical requirements.

## **PROGRAM PROGRESSION REQUIREMENTS:**

**Academic Requirements:** The student is required to complete a sequence of courses and learning experiences. Students must achieve a grade of "C" or better in all program courses. Any student receiving a grade of "D" in any of the program courses will be placed on Program Probation. That course shall be remediated once, with a written contract containing the requirements of the remediation. Please note: Students may be required to wait at least one academic year before they will have an opportunity to remediate the course. Students on program probation status will only be allowed to remediate the course if there is an open position in the class and they have approval of the program director. Students unable to remediate within a year may be required to repeat OTA program courses that were taken more than 18 months prior to re-admission term.

Dismissal from the program shall result if: 1) the student does not meet the requirements of the probationary contract; 2) the student receives a final grade of less than "C" in any program courses either during or after the period of the Program Probation; or 3) earning more than one "D" in a semester on program courses or a final grade of "F" in any coursework. Remediated courses must be completed with a final grade of "C" or better.

Students may take the general studies requirements within the program (English, anatomy, medical terminology, a humanities elective, computer science, human lifespan development, and the college study skills/orientation classes) early or in the recommended semester, but cannot take these courses later than the recommended sequence. For example, if a student does not successfully complete the part 1 of anatomy during or before the first fall semester of the program, then the student will not be able to continue in the program because it will not be possible to complete this foundational sequence prior to higher level classes.

### **Clinical and Behavioral Requirements:**

Selected and supervised learning experiences are required by this program and will be accomplished at selected health care facilities. Because there are limited clinical sites within the area, students may be required to travel to other areas to complete clinical training. Students are responsible for providing their own transportation, uniforms, and living expenses during fieldwork experiences. In the fifth semester, there will be 40 hours per week of clinical time (Level II fieldwork) in two eight week segments, so students must plan their schedules accordingly. Program faculty will observe and evaluate the student. If in the judgment of the program faculty the student does not exhibit those behaviors required of the occupational therapy assistant, the student may be asked to withdraw from the program.

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

NOTE: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## **GRADING SCALE**

The grading system is as follows:

<u>Grade out of 100</u>	<u>Letter grade</u>	<u>Numerical grade quality point</u>
<b>94-100</b>	<b>A</b>	<b>4</b>
<b>87-93</b>	<b>B</b>	<b>3</b>
<b>80-86</b>	<b>C</b>	<b>2</b>
<b>73-79</b>	<b>D</b>	<b>1</b>
<b>72 and below</b>	<b>F</b>	<b>0</b>

### **ATTENDANCE**

Students are expected to attend all scheduled classes, labs, and fieldwork experiences as required in the course syllabi. (Refer to each course syllabus for specifics concerning penalties for absences or late assignments.)

### **READMISSION TO OTA PROGRAM:**

Students wishing to reenter the OTA Program following academic dismissal must apply in advance of the semester in which they wish to be readmitted, and will be considered on an individual basis, if open slots are available. Retaking of academic coursework or clinical rotations may be recommended.

Students who left the Program in good standing due to extended sick or personal circumstances and wishing to reenter the OTA Program must apply in advance of the semester in which they wish to be readmitted. Retaking of academic coursework or clinical rotations may be recommended.

Students are limited to two enrollments in the same credit course. Students, who have two unsuccessful attempts at OTA courses, will be ineligible for re-enrollment into the program.

A student dismissed from the Program for inappropriate conduct may not be considered for readmission.

### **TRANSFER TO THE SWCC OTA PROGRAM:**

The SWCC OTA Program will accept requests for transfer into its program, from students already enrolled in another occupational therapy assistant program, on a case-by-case basis. The student requesting transfer must provide the following documentation.

- A letter of recommendation from the Program Director of the program the student is currently enrolled.
- An official set of transcripts for courses taken in current program.
- A letter of introduction explaining reasons for their transfer.

After review of the documentation, an interview with the SWCC OTA Program Director will be scheduled to discuss the options available for transfer.

### **STUDENT EMPLOYMENT:**

Student employment shall not interfere with clinical schedules and academic assignments. Work-related absence(s) will not be excused.

### **OCCUPATIONAL THERAPY ASSISTANT PROGRAM REQUIREMENTS AND SEQUENCE**

<b>Course Number</b>	<b>Course Title</b>	<b>Lecture Hours</b>	<b>Lab Hours</b>	<b>Course Credits</b>
<b>First Semester</b>				
BIO 141	Human Anatomy & Physiology I	3	3	4
ENG 111	College Composition I	3	0	3
HLT 143	Medical Terminology	3	0	3
OCT 100	Intro. to Occupational Therapy	3	0	3
PSY 230	Developmental Psychology	3	0	3
SDV 104	Study Skills or			
SDV 108	College Survival Skills	1	0	1
	<b>TOTAL</b>	<b>16</b>	<b>3</b>	<b>17</b>
<b>Second Semester</b>				
BIO 142	Human Anatomy & Physiology II	3	3	4
OCT 201	Occupational Therapy with Psychosocial Dysfunction	3	0	3
OCT 195	Topics in OT for Physical Dysfunction	2	0	2
OCT 205	Therapeutic Media	1	3	2
NAS 195	Topics in Upper Extremity Anatomy & Kinesiology	1	0	1
Elective**	Humanities/Fine Arts	3	0	3
ITE 115*	Computers and Information Systems	3	0	3
	<b>TOTAL</b>	<b>16</b>	<b>6</b>	<b>18</b>

<b>Summer Session</b>				
OCT 190	Coord. Practice in OT I (Level I)	0	5	1
OCT 207	Therapeutic Skills	2	3	3
OCT 220	Occupational Therapy for the Adult	2	0	2
	<b>TOTAL</b>	<b>4</b>	<b>8</b>	<b>6</b>
<b>Third Semester</b>				
OCT 210	Assistive Tech. in OT	2	0	2
OCT 202	Occupational Therapy with Physical Disabilities	3	3	4
OCT 203	Occupational Therapy with Developmental Disabilities	3	3	4
OCT 208	OT Service Mgmt. & Delivery	3	0	3
OCT 190	Coord. Pract. in OT II-Level I Fieldwork	0	5	1
	<b>TOTAL</b>	<b>11</b>	<b>11</b>	<b>14</b>
<b>Fourth Semester</b>				
OCT 290	Coord. Pract. In OT III-Level II Fieldwork	0	40	6
OCT 290	Coord. Pract. in OT IV-Level II Fieldwork	0	40	6
OCT 298	Seminar and Project in OTA	1	0	1
	<b>Total</b>	<b>1</b>	<b>80</b>	<b>13</b>

**Total Credits for the Occupational Therapy Assistant Program .... 68**

\*AST 232 or ITE 100 may substitute for ITE 115.

\*\*Humanities/Fine Arts electives: Art appreciation, Music appreciation, foreign languages, literature, Philosophy, Religion.

**ACADEMIC INTEGRITY:**

Students must do their own work; there are no exceptions. Students who plagiarize or cheat in any way will be dismissed from class and receive an “F” for the course and risk dismissal from the program and the college. Cheating on any exam, quiz, lab practical, lab test, homework or any other type of examination, as well as plagiarism of thoughts, words, or ideas is prohibited. Students are expected to maintain a high level of integrity in their academic pursuits. Academic honesty is essential for maintaining the relationship of trust that is fundamental to the educational process. Academic dishonesty is a violation of one of the most basic ethical principles of an academic community.

Examples of academic dishonesty include, but are not limited to, the following:

- Cheating: Using unauthorized material or unauthorized help from another person in any work submitted for academic credit.
- Fabrication: Inventing information or citations in an academic or clinical exercise.
- Facilitating academic dishonesty: Providing unauthorized material or information to another person.



- Plagiarism: Submitting the work of another person or persons as one's own without acknowledging the correct source.
- Unauthorized examination behavior: Conversing with another person, passing or receiving material to or from another person, or temporarily leaving an examination site to visit an unauthorized site.

### **CONFIDENTIALITY/HIPAA**

Occupational therapy assistant program students are required to complete the Health Information Portability and Privacy Act (HIPPA) training to be able to complete the clinical objectives requirements of the Program through the privileges granted them from the clinical affiliates associated with the Program. Documentation of completion must be provided to the Program. The HDM company provides certification for our students currently. The contact number is: **888-944-4722**.

While in the clinical areas students will be privy to confidential information for each patient. Any discussion of the patient information beyond the purpose of fulfilling clinical assignments is prohibited. Appropriate discussion of patient information to co-workers and hospital employees must be accomplished in a confidential manner and place to restrict information only to the healthcare personnel involved in that patients' care. Conversations in elevators, restaurants, or other places of common assembly within the hospital or clinical site must be avoided. Conversations outside the hospital are strictly forbidden.

### **DRESS CODE**

Students are expected to appear neat and clean at all times. Casual clothing is appropriate for most classroom activities, however, the program occasionally utilizes guest speakers or arranges a field trip to a community health care facility and students are expected to dress professionally at these times. Blue jeans, shorts, thong sandals, halter tops, tank tops, mid-drift or belly shirts and ragged tennis shoes are not to be worn on field trips. A student who arrives at a field trip dressed inappropriately will be asked to leave and will be considered absent from that class. The faculty will advise students in advance of the fieldtrips.

Bras must be worn at all times by females, and torn jeans and halter tops are not appropriate at any time the student is engaged in program activities, including course lectures and labs.

### **INCLEMENT WEATHER POLICY:**

In the event of schedule changes/cancellation of academic classes due to snow and/or hazardous conditions, students will adhere to the SWCC schedule. See course syllabus for more details. Students must exercise good personal judgment in regards to travel. For inclement weather during clinical experiences, please check with clinical site.

### **SAFETY AND EMERGENCY PREPARENESS INFORMATION**

Please view documents at the following website link for more detailed information:  
<http://www.sw.edu/emergency/>

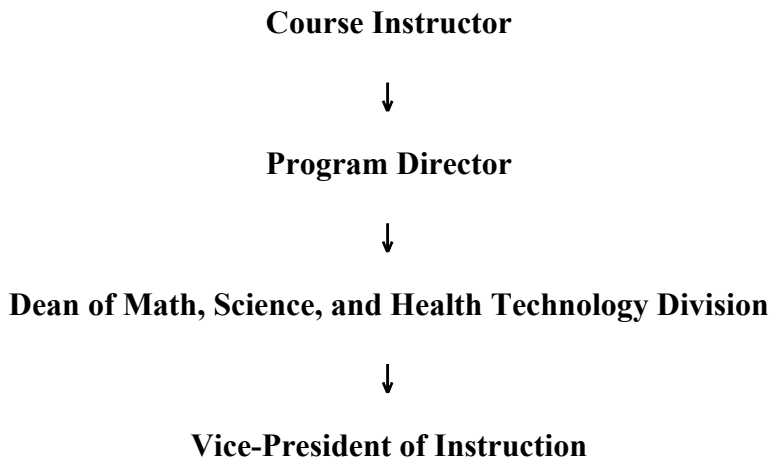
Please review the information on this page, the Emergency Reference Guide at the above website to become familiar with the College's security policies and procedures so that you will know how to initially respond in the event of an emergency.

### **LAB SAFETY**

Each lab is equipped with a first aid kit and fire extinguisher is located in the OTA apartment kitchen area. Material Safety Data Sheets (MSDS) on lab supplies can be found in the lab notebook in the OTA Craft Lab. Please refer to these and notify instructor with questions or if there is an incident.

### **LINES OF AUTHORITY**

In the OTA Program, there are lines of authority the student is expected to utilize when attempting to solve problems, offer suggestions, find the answer to questions, etc. If the issue is related to a specific course, the student is expected to begin resolution with the course instructor. If the problem cannot be resolved at that level, the proper line of authority is as follows:



Students MUST follow this line of authority. If the situation cannot be resolved with the Vice-President, you will be referred to the next appropriate person in the line of authority.

## **STUDENT OCCUPATIONAL THERAPY ASSOCIATION**

The Student Occupational Therapy Association (SOTA) promotes occupational therapy as a health profession, sponsors student activities, and facilitates communication between students and the administration of the college. SOTA is a link for the student to the Student Government Association (SGA). SOTA advocates involvement of students in the Virginia Occupational Therapy Association (VOTA) and the American Occupational Therapy Association (AOTA).

SOTA should have a representative on the Assembly of Student Delegates (ASD).

All activities of SOTA are designed to meet one or more of the following goals:

1. Provide a mechanism through which student activities can be planned.
2. Promote AOTA/ASD involvement.
3. Promote VOTA involvement.
4. Promote public awareness of Occupational Therapy.
5. Promote networking with students from other OT/OTA programs.
6. Provide community service projects and support.
7. Promote involvement in the Student Government Association.

SOTA is a key part of the professional and personal growth of each student in the OTA program. Each student is strongly encouraged to join and participate in the student organization.

### **SOUTHWEST VIRGINIA COMMUNITY COLLEGE**

### **STUDENT OCCUPATIONAL THERAPY ASSOCIATION**

#### **CONSTITUTION**

#### **ARTICLE I. NAME AND PURPOSE**

##### **SECTION 1.**

This organization shall be known as the Student Occupational Therapy Association (SOTA).

##### **SECTION 2.**

The purpose of this organization is to promote occupational therapy as a health profession, sponsor student activities, facilitate communication between students and the administration of the college, and provide community services.

## ARTICLE II. MEMBERSHIP

### SECTION 1.

Membership is open to all students currently in the OTA program.

### SECTION 2.

Membership may be terminated if the officers have just cause, such as lack of participation, misconduct, or attitudes that do not reflect the interest of the profession.

## ARTICLE III. OFFICERS

### SECTION 1.

The officers for this organization shall be president, vice-president, secretary, treasurer, historian/photographer, and ASD delegate.

### SECTION 2.

Elections will be held during the fall semester each year. Election will be by simple majority vote.

### SECTION 3.

Duties of the Officers:

A. The **President** shall:

1. Preside over all organization functions
2. Coordinate organization activities
3. Cast the deciding vote in the event of a tie
4. Establish committees as deemed necessary
5. Possibly serve as a liaison between the organization and the administration of the college through the Student Government Association
6. Meet with faculty advisor one week prior to each SOTA meeting to discuss the agenda for the upcoming meeting

B. The **Vice-President** shall:

1. Assist the president in all duties

2. Preside over the organization's meeting in the absence of the president
3. Serve as the parliamentarian
4. Serve as chairman of the Social Committee
5. Keep the members informed of organization activities.

C. The **Secretary** shall:

1. Record and transcribe all organizational meeting minutes, post one copy on the occupational therapy bulletin board, distribute one copy to the faculty, and keep one copy for the SOTA notebook

2. Read the minutes from the previous meeting at the beginning of each new meeting
3. Assume responsibility for all correspondence from the club.
4. Take attendance at meetings
5. Post notice of meetings.

D. The **Treasurer** shall:

1. Keep the organization's financial records and attend to all financial transactions of the organization, including arranging disbursements of the association's expenses
2. Serve as chairperson of the Ways and Means Committee.
3. Sign all SOTA purchase requisitions.

E. The **Historian/Photographer**

1. Keep the SOTA scrapbook and update it with the Association's current project and events
2. Own a camera and take pictures at club and class events.
3. Serve as chairperson of the Bylaws Committee

F. The **ASD Delegate** shall:

1. Represent SOTA at VOTA and AOTA meetings and report information from these meetings to the organization.

**SECTION 4.**

Removal of officers will be by a two-thirds majority at a regular meeting. A new elected officer will fill the vacated position at this time.

Officers may relinquish their positions at their discretion during their administration. A special meeting will be scheduled to elect a new officer to fill the vacated position.

#### **SECTION 5.**

Each member is responsible for serving on one or more of the following committees: Bylaws; Social; Special Projects; Ways and Means. A sign-up sheet will be posted by the president following the first meeting of the organization. Following the second meeting, the president will review the sign-up sheet to ensure that all members have selected a committee. Each committee will designate a chairperson and submit the name of that individual to the president by the third meeting of the organization.

#### **SECTION 6.**

##### Duties of Standing Committees

- A. The Bylaws Committee of at least three students shall review the constitution each year and make recommendations for additions/deletions.
- B. The Social Committee of at least four students shall make recommendations and arrangements, and assist in carrying out plans for all SOTA activities.
- C. The Special Projects Committee of at least four students shall investigate and recommend community projects to the organization and assist in implementing these projects.
- D. The Ways and Means Committee of at least four students shall propose fund raising projects and assist in carrying out these projects.

### **ARTICLE IV. MEETINGS**

#### **SECTION 1.**

Meetings will be held monthly. Other meeting times may be scheduled as needed.

#### **SECTION 2.**

Two-thirds membership is required for a quorum when voting on any organization matter.

### **ARTICLE V. FINANCES**

The SOTA club has an account in the SWCC business office. Access to the money in the account is gained by having the program secretary submit a purchase requisition to the business office. The

purchase requisition must include a description of the requested item or service, cost, federal tax identification number, signed receipt for purchase and/or copy of cancelled check (if applicable). Signatures of both the club faculty advisor and the club treasurer must be present on the purchase requisition. The club must submit a copy of the club minutes documenting that the purchase was passed by at least two-thirds membership.

## **ARTICLE VI. PARLIAMENTARY PROCEDURE AND AMENDMENTS**

### **SECTION 1.**

Robert's Rules of Order Revised shall be used for conducting all meetings.

### **SECTION 2.**

Method of Amending the Constitution - Any member may propose a new amendment; the new amendment must be written, then tabled for one month and voted on the next month. A two-thirds majority is needed to ratify the new amendment.

**SOUTHWEST VIRGINIA COMMUNITY COLLEGE  
OCCUPATIONAL THERAPY ASSISTANT PROGRAM  
PROFESSIONAL DEVELOPMENT EVALUATION**

**STUDENT:** \_\_\_\_\_ **SEMESTER:** \_\_\_\_\_

**PURPOSE:** This evaluation is to provide feedback to the student regarding his/her professional development. The following rating scale is to be used by the faculty. Ratings are based on observations of student performance in classroom, laboratory, clinical, and professional situations.

<b>0- UNSATISFACTORY</b>	The student does not demonstrate the required level of professional skill.
<b>1- NEEDS IMPROVEMENT</b>	The student, while beginning to demonstrate the required level of professional skill, needs improvement in either quality or quantity.
<b>2- MEETS REQUIREMENTS</b>	The student demonstrates the required level of professional skill.
<b>3-EXCEEDS REQUIREMENTS</b>	The student demonstrates refinement or additional qualities beyond that required by his/her progression through this curriculum

**SCORING:** Any score above 38 will be recorded as **SATISFACTORY**. A student will be dismissed from the program if he/she receives an **UNSATISFACTORY** Professional Development rating. Any single incident that is a violation of the Southwest Virginia Community College personal and professional conduct code may warrant an **UNSATISFACTORY** rating.

PROFESSIONAL DEVELOPMENT SKILLS	RATING				COMMENTS
	0	1	2	3	
1. Respects faculty and classmates by arriving punctually.					
2. Notifies faculty prior to scheduled time if circumstances prevent participation in learning activities.					
3. Uses time in classroom and lab efficiently.					
4. Makes up missed assignments satisfactorily.					
5. Demonstrates the ability to work productively with authority figures.					
6. Demonstrates the ability to be a cooperative member of the class and the profession.					
7. Demonstrates the ability to be a contributing member of the class and the profession.					
8. Communicates effectively with peers.					
9. Communicates effectively with professionals.					



PROFESSIONAL DEVELOPMENT SKILLS	RATING				COMMENTS
	0	1	2	3	
10. Recognizes and utilizes nonverbal communication.					
11. Organizes and places priorities in an effective sequence.					
12. Recognizes and utilizes knowledge of strengths.					
13. Recognizes and utilizes knowledge of weaknesses.					
14. Demonstrates the ability to problem solve by logically evaluation facts.					
15. Asks appropriate questions when in doubt.					
16. Demonstrates the ability to modify behavior in response to feedback.					
17. Demonstrates the ability to give constructive feedback in a timely and appropriate manner.					
18. Demonstrates emotional stability					
19. Deals with personal emotions maturely.					
20. Demonstrates the ability to be flexible with unexpected situations.					
21. Displays honesty and integrity in academic and professional matters.					
22. Demonstrates functional level of confidence					
23. Complies with rules of the classroom and building.					
TOTAL					

ADDITIONAL COMMENTS:

STUDENT COMMENTS:

\_\_\_\_\_  
 Student Signature/Date

\_\_\_\_\_  
 Faculty Signature/Date

**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**  
**PROFESSIONAL DEVELOPMENT EVALUATION**  
**CRITERIA FOR MEETING REQUIREMENTS**

**NOTE:** The following criteria are intended **ONLY** as guidelines for the rating of “Meets Requirements” on the Professional Development Evaluation. They are not to be construed as the only indicators that may be used by faculty to determine a student’s rating for a particular professional development skill.

1. Skill: Respects faculty and classmates by arriving punctually.  
Criteria: The student is expected to arrive on time, including returning from breaks, for all classes.
2. Skill: Notifies faculty prior to scheduled time if circumstances prevent participation in learning activities.  
Criteria: The student is expected to notify the instructor by office phone no later than 15 minutes prior to appropriate class, if the student will be arriving late or if circumstances prevent participation in learning activities.
3. Skill: Uses time in classroom and lab effectively.  
Criteria: The student is expected to use time in class and lab productively. The student should independently seek out learning experiences, utilize learning resources, and practice procedures and skills as instructed.
4. Skill: Makes up missed assignments satisfactorily.  
Criteria: The student is expected to take responsibility for independently obtaining material missed, including information regarding assignments, due to non-participation in learning experiences. Additionally, the student is expected to be prepared to take missed examinations on the day of return to the OTA Program.
5. Skill: Demonstrates the ability to work productively with authority figures.  
Criteria: The student is expected to interact in a professional and mature manner with instructors, program faculty, and clinical supervisors.
6. Skill: Demonstrates the ability to be a cooperative member of the class and the profession.  
Criteria: The student is expected to exhibit a courteous, respectful, and professional demeanor.
7. Skill: Demonstrates the ability to be a contributing member of the class and the profession.  
Criteria: The student is expected to participate in classroom discussions, group assignments, and professional or organizational activities.
8. Skill: Communicates effectively with peers.  
Criteria: The student is expected to communicate clearly, concisely, and assertively with his/her peers.
9. Skill: Communicates effectively with professionals.  
Criteria: The student is expected to show respect, and to communicate clearly and concisely, with a variety of health care professionals.
10. Skill: Recognizes and utilizes non-verbal communication.  
Criteria: The student is expected to respond appropriately to non-verbal communication cues from peers, instructors, and other professionals. The student is expected to refrain from inappropriate facial expressions and gestures

11. Skill: Organizes and prioritizes in an effective sequence.  
Criteria: The student is expected to independently plan and rank all program assignments in a logical sequence such that all assignments are completed as required. Personal commitments must be planned such that they do not interfere with the program commitments.
12. Skill: Recognizes and utilizes knowledge of strengths.  
Criteria: The student is expected to be aware of interpersonal and/or professional areas in which he/she performs well and to capitalize on these strengths to compensate effectively for areas that need improvement.
13. Skill: Recognizes and utilizes knowledge of weaknesses.  
Criteria: The student is expected to be aware of interpersonal and/or professional areas that need improvement, and to be actively pursuing necessary changes.
14. Skill: Demonstrates the ability to problem solve by logically evaluating facts.  
Criteria: The student is expected to consistently display the ability to independently identify a problem, generate possible solutions, evaluate possible solutions to determine the most efficient and effective solution, implement the solution and evaluate the outcome.
15. Skill: Ask appropriate questions when in doubt.  
Criteria: The student is expected to use course materials and resources in an effort to answer questions independently before asking instructor. Questions raised during classes and laboratory must be relevant to topic being discussed.
16. Skill: Demonstrates the ability to modify behavior in response to feedback.  
Criteria: The student is expected to accept feedback in a positive manner without becoming defensive. Constructive feedback is to be utilized as a learning experience; the student is expected to make appropriate changes in his/her behavior in response to the feedback.
17. Skill: Demonstrates the ability to give constructive feedback in a timely and appropriate manner.  
Criteria: The student is expected to provide constructive feedback in a respectful and assertive manner.
18. Skill: Demonstrates emotional stability.  
Criteria: The student is expected to exhibit an enthusiastic and positive attitude toward all learning experiences. Appropriate behavior and good judgment in all learning situations is required. The student is expected to assume responsibility for his/her behavior, without making excuses or blaming others.
19. Skill: Deals with personal emotions maturely.  
Criteria: The student is expected to manage personal difficulties in a manner that does not interfere with learning experiences. The student must demonstrate the ability to separate personal feelings from professional /learning experiences. Conflicts must resolve in an assertive and appropriate manner.
20. Skill: Displays the ability to be flexible with unexpected situations.  
Criteria: The student is expected to be willing to adjust his/her schedule for class and laboratory time as dictated by the situation. The student must be able to accommodate to unexpected changes and/or challenges.
21. Skill: Demonstrates honesty and integrity in academic and professional matters.

- Criteria: The student is expected to display honesty, integrity, ethics, and openness in all program learning experiences and related interactions.
22. Skill: Demonstrates functional level of self-confidence.
- Criteria: The student is expected to display comfort with their abilities, to recognize their limits of knowledge and ability, and to seek assistance when appropriate. The student must not attempt to perform activities beyond their professional abilities.
23. Skill: Complies with rules of the classroom and building.
- Criteria: The student is expected to maintain the classrooms, laboratories, and building in an orderly manner, follow all SWCC rules and policies, and adhere to all safety requirements. All supplies must be returned to their storage area, and trash and recyclable material disposed of properly.

## **FIELDWORK**

Supervised fieldwork experiences are an integral part of your educational program. They provide an opportunity to integrate didactic learning with clinical experience, giving each student the opportunity for personal and professional growth. Fieldwork experiences will allow you to become a member of the professional world and to apply previously learned theory and treatment approaches, as well as learn new theories, procedures, and philosophies.

These fieldwork guidelines have been prepared to provide you with information for the clinical portion of your educational program. It should be noted that these are general guidelines.

General fieldwork information:

- The fieldwork coordinator communicates with the fieldwork supervisors to ensure that the supervision is appropriate to protect the consumer and provide role modeling of occupational therapy practice.
- Initially, supervision is asked to be direct, then to decrease to less direct as appropriate for the setting, severity of the client's condition, and the ability of the student.
- No Level I FW hours may be substituted for Level II FW experiences.
- Level II fieldwork is provided in traditional and/or emerging settings, consistent with the curriculum design.
- Fieldwork objectives and assessment measures ensure that psychosocial factors influencing engagement in occupation are understood and integrated for the development of client-centered, meaningful, occupation-based outcomes.
- Students can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.
- The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.

### **TYPES OF FIELDWORK EXPERIENCES**

#### **LEVEL I:**

Level I fieldwork experiences are included as an integral component of academic courses and consists of visits to occupational therapy clinics and/or other appropriate settings. At this level, experiential learning is emphasized for the purpose of enhancing initial understanding of basic information. You will have opportunities for meaningful contact with rehab staff and clients/patients, and may have the opportunity to apply the acquired knowledge of professional skills including observation, client assessment, individual treatment planning, and treatment as deemed appropriate by the supervisors.

The extent to which the student will be allowed to participate in client/patient care, and the amount and type of paperwork required will vary with each facility. Students are expected to adhere to the schedule of the facility, at which they are placed regarding work schedule, including weekend and holiday hours.

The OCT 190 course syllabus contains further details regarding the expectations and requirements for Level I fieldwork.

## **Level II**

Level II fieldwork experiences are scheduled during the second spring semester (2<sup>nd</sup> year) after successful completion (grade of “C” or better) of all prerequisite academic courses. Each experience is on a full-time basis. The experiences emphasize the application of academically acquired knowledge by providing in-depth experience in, and responsibility for, the delivery of health care services to clients.

Level II fieldwork is comprised of two experiences totaling four months (16 weeks) of full time clinical work. These experiences consist of eight weeks in a Physical Dysfunction setting and eight weeks in a mental health, geriatric, or pediatric setting. The order in which students complete these courses is determined by the fieldwork coordinator according to clinical facility availability.

Level II fieldwork experiences should be an enjoyable experience for you. There will be opportunities to meet people whom you will long remember - clients, family, staff, and other students. Try to think of it as an adventure, and to maintain an open and flexible attitude.

### **THE FIELDWORK COORDINATOR**

The Academic Fieldwork Coordinator identifies clinical fieldwork sites, initiates agreements and places students on Level I and II Fieldwork placements that develop professional competencies. If you have questions or concerns about your fieldwork, please contact the academic fieldwork coordinator.

### **THE FIELDWORK ASSIGNMENT PROCESS**

**Level I:** Students will be assigned clinical sites by the academic fieldwork coordinator. The student is responsible for contacting the prospective site to determine fieldwork schedule.

**Level II:** Level II fieldwork experiences will be scheduled during the fall semester for the following spring semester. Facilities may be hospital-based, community based, in-patient, or outpatient. A variety of theories and treatment approaches are used throughout these facilities, offering a variety of opportunities for professional and personal growth. Students are scheduled two 8-week clinical rotations for the spring semester. These clinical rotations are in 1) a physical dysfunction setting and 2) either a pediatric setting, geriatric setting, or mental health setting.

Fieldwork should be viewed as an opportunity for new experiences. It can provide a chance for exploring new locations for short time periods. This opportunity should be taken advantage of, as it may

not arise again once you graduate and are committed to your job. Since there are limited Level II placements, there is a possibility you will be traveling out of the area. While this can be distressing, it can also be an excellent time to explore new areas and cultures.

It is desirable that you are placed at the best facility available for each type of experience. Fortunately, the OTA Program has affiliation agreements with many excellent fieldwork programs.

### **FACULTY INFORMATION FOR LEVEL II FIELDWORK ASSIGNMENTS**

Once the assignments are announced, available information about the facility will be provided to each student. Information that may be available includes:

**Fieldwork Data Form** - This form provides you with general information about the facility, the staff, the training program, patient/client population, dress code, living accommodations, working days, hours, and any financial assistance provided.

**Student Fieldwork Evaluations** - Affiliating students are required to complete an evaluation of their experience and present it to their supervisor during the last week of their affiliation. One copy is mailed to the program and is reviewed by the faculty to assist in program changes within the OTA Program or within the fieldwork experience. Personal appraisal will vary from student to student. Use the information to assess the facility from the student's viewpoint.

### **CONSIDERATIONS FOR LEVEL II FIELDWORK**

The following are factors that should be taken into consideration when planning for Level II fieldwork experiences. Careful planning for these factors will assist in ensuring a positive experience for you.

**Financial Resources:** Expenses that may be incurred in addition to tuition include travel, housing accommodations, food, transportation, appropriate attire (scrubs or khakis), background checks, drug screens, and personal needs. It is important to plan for these expenses, since students are responsible for their financial needs during fieldwork experiences.

**Emotional Adjustment:** Leaving the familiar environment of campus, classes, and friends provide you the challenge of adjusting to a new environment. This can be exciting and stimulating, as well as stressful. It is normal to feel some anxiety initially. Locating housing, developing a new support system, and adapting to your fieldwork experience requires a lot of energy and flexibility. Consider your ability to adapt to new experiences, and provide your own positive feedback while making the adjustment. A support system in a new area, such as a relative, friend, or long distance communication with your classmates and faculty can be helpful. Recreational outings on weekends with friends will bring you back to the fieldwork experience refreshed and more receptive to learning. If your anxiety about fieldwork does not decrease within a reasonable amount of time, it is important that you seek assistance with coping from you clinical supervisor, you family, or the OTA Program faculty.

**Housing:** Housing is usually a major concern for the student when assigned to a facility out of the area. Fieldwork facilities are usually willing to help you find housing by providing lists of people who are willing to rent a room in their home or apartment, apartments or certain locations by posting notices in the facility for you. When time and distance permit, it may be helpful to visit the area and to arrange housing at that time.

**Days Off:** On occasion, you may need a day off while on an affiliation. This should be arranged as far as possible in advance with your fieldwork supervisor. It may be necessary to work in the evenings or on a weekend to make up any time you need to take off. The Occupational Therapy Assistant Program approves of the student being allowed one day personal leave for every eight weeks on affiliation ONLY if the facility approves of this policy. Some facilities require students to make up ALL sick and personal days. In this case, the student **MUST** abide by the facility's policy. The fieldwork supervisor determines how time is to be made up. It may consist of evening or weekend work, or additional assignments. When on fieldwork, the student **MUST** adhere to the facility's schedule. This applies to days worked, including holidays, and hours worked.

**Cancellations:** On occasion, a facility will have to cancel its student-training program because of staffing changes that will not allow adequate supervision of students. When this occurs, the student will be notified of this information. If an experience is canceled after the arrangements have been made, the Fieldwork Coordinator will work individually with the student to determine available options and to arrange the best alternative placement.

**Changing A Fieldwork Site:** Fieldwork placements are in high demand and the OTA Program and the facilities invest much time and energy in preparation for fieldwork experiences. For this reason, it is the policy of the OTA Program NOT to change a student's placement once arrangements have been made.

**Arranging a New Fieldwork Site:** In the event that there is a facility that the student is interested in and that we do not have a current affiliation agreement with, you may request the assistance of the Fieldwork Coordinator. In order for the Fieldwork Coordinator to assist the student, the name of the facility contact person and the telephone number must be supplied. The Fieldwork Coordinator will then contact the occupational therapy department at the facility and assess whether or not the facility is appropriate for a student affiliation. If it is satisfactory, the affiliation agreement process will be initiated. If it is not satisfactory, then the student will be assigned a placement from the available choices.

**Conflict of Interest:** Students will not be placed in a clinical facility where any close relative or acquaintance (parent, spouse, sibling, boy/girlfriend, etc.) is involved with the occupational therapy department in any aspect.



## EVALUATION OF PERFORMANCE

### Level I Fieldwork

Performance on Level I is evaluated using the *Philadelphia Region Fieldwork Consortium Level I Student Evaluation*. This form rates the student's performance as Satisfactory/ Unsatisfactory. The grade the student receives for the clinical course is reported as Pass (P) or Fail (F). All supervisors are encouraged to review the evaluation form with the student at the end of the affiliation. **The form MUST BE SIGNED BY BOTH THE SUPERVISOR AND STUDENT.** A copy of this form can be found at the end of these guidelines.

### Level II Fieldwork

The *AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student* is the instrument recommended by the American Occupational Therapy Association and used by all of the facilities with which we have affiliation agreements. A copy of this form can be found at the end of these guidelines and will be explained prior to beginning you Level II fieldwork experiences. Each supervisor should use this form informally to give the student feedback on his/her performance at the mid-point of your fieldwork experience, and to evaluate his/her performance at the end of the experience. The grade the student receives for the clinical course is reported as Pass (P) or Fail (F).

## FAILURE TO PASS LEVEL II AFFILIATION

It is the fieldwork supervisor's responsibility to determine if the student has achieved entry-level competence. Clinical supervisors have a professional obligation to assess the student's level of competence accurately to the best of their professional knowledge and judgment. Failure to accurately evaluate a student and determine their qualifications to begin practice could result in serious ramifications for the student as well as the profession.

The Fieldwork Coordinator will be contacting each of the fieldwork supervisors and students during each Level II affiliation to check on the student's progress. If there is an indication that the student is having significant difficulties, the Fieldwork Coordinator will be available to assist in dealing with the situation.

Students who receive a failing grade for a fieldwork experience may be discontinued from the OTA program as determined by the OTA Program Fieldwork Coordinator in collaboration with the Program Director. Students who are allowed to continue in the program will be required to sign a probationary contract with specific requirements, which may include, but is not limited to the repetition of specific courses before continuation with fieldwork assignments. The OTA Fieldwork Coordinator in

collaboration with the Program director will determine all requirements to be met. Please see *Academic Requirements* section of *OTA Student Handbook* for students who do not meet the requirements of the probationary contract. Re-admitted students must provide documentation of health, medical, and insurance requirements, which will be effective until expected graduation.

## **CERTIFICATION EXAMINATION**

Students who successfully complete the Occupational Therapy Assistant Program are eligible to take the national certification examination. Passing the certification examination entitles the individual to use the initials COTA, Certified Occupational Therapy Assistant.

The national certification examination is managed by the National Board of Certification for Occupational Therapy (NBCOT). It is administered by the Professional Examination Service at designated testing centers. Additional information will be provided prior to graduation or students may check the website at [www.nbcot.org](http://www.nbcot.org). Each student is responsible for completing all application materials correctly and forwarding them to the testing company.

Students with physical or learning disabilities who have special testing needs must notify the NBCOT when submitting their application for the certification examination. Submission of written documentation of the disability and special testing accommodations is required. It is imperative that the related section in the NBCOT Candidate Handbook is carefully read and the instructions followed explicitly.

Study guides for the certification examination are available for purchase. The program director will provide additional details on obtaining these guides. For additional information, visit the NBCOT website at [www.nbcot.org](http://www.nbcot.org)

## **LICENSURE**

Once you have completed all required courses for the OTA Program, it is your responsibility to become knowledgeable of the licensure laws for the state in which you choose to work. Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Please contact the licensure board of the state in which you wish to practice for more details.

## **FELONY STATEMENT**

A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## Consent/Waiver Form

for

## Hepatitis B Vaccination

\_\_\_\_\_ **Yes**, I will begin the Hepatitis B vaccination on \_\_\_\_\_.

Vaccination administered by \_\_\_\_\_.

I authorize my health care provider to provide information regarding my immunization status.

\_\_\_\_\_ **No**, I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been told about the opportunity to be vaccinated with the Hepatitis B vaccine. However, I decline the Hepatitis B vaccination at this time. I understand that by declining to take this vaccine I continue to be at risk of acquiring Hepatitis B, a serious disease.

\_\_\_\_\_ **No**, I decline the Hepatitis B vaccine because:

**(Circle either A, B, or C)**

(A) I have previously received the Hepatitis B vaccination series, **or**

(B) I have had antibody testing which reveals that I am immune, **or**

(C) Medical reasons prevent me from taking the vaccine.

If either A, B, or C above are chosen, please provide the Program Director with a statement from your attending physician.

\_\_\_\_\_

Student's Signature

\_\_\_\_\_

Date

## STUDENT CODE OF CONDUCT

<http://www.sw.edu/catalogs/handbook.htm>

Generally, college punitive action shall be limited to conduct which adversely affects the College community's pursuit of its educational objectives or behavior that disrupts the teaching/learning process. The following misconduct is subject to disciplinary action:

- \* Possession or use of alcoholic beverages on college property or at any function sponsored or supervised by the College, except by state permit, is a violation of the Student Code of Conduct. State law forbids providing alcohol to persons under 21 years of age.
- \* Assault, battery, or physical abuse of a student or college personnel.
- \* Physical and/or psychological abuse or threat of such abuse toward any person on college premises or at college activities. Sexual harassment, sexual assault, and rape will be dealt with through the court system for disciplinary action and judicial board review.
- \* Physically detaining or restraining any person(s) or removing such person(s) from any place he or she is authorized to remain, or in any way obstructing the free movement of person(s) or vehicles on college premises or at college activities.
- \* Participating in or inciting a riot or an unauthorized or disorderly assembly.
- \* All forms of sexual harassment or racial discrimination.
- \* Possessing on college property or at any college activity any dangerous chemical, explosive elements, or component parts thereof not used for lawful college studies.
- \* Possession, using, selling, or distributing any type of drugs for illegal purposes.
- \* Seizing, holding, commandeering, or damaging any property or facility of the College or a threat to do so, or refusing to depart from any property or facility of the College upon direction by college officials or other persons authorized within the regulations of the College.
- \* Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other college activities.
- \* All forms of dishonesty, cheating, plagiarism, knowingly furnishing false information to the College, forgery, and alteration or the use of college documents.
- \* Persistent or gross acts of willful disobedience or defiance toward college personnel.

- \* Failure to identify oneself on college property or at a college event when asked to do so by college personnel acting in their performance of his or her duties.
- \* Lewd, indecent, or obscene conduct.
- \* Possessing a rifle, shot gun, pistol, revolver, or other firearm weapon without authorization of the President of the College.
- \* Gambling, holding a raffle, or lottery on the campus or at any college function.
- \* Littering, defacing, destroying, or damaging property of the College or property under its jurisdiction or removing or using such property without authorization.
- \* Computer and lab abuse in violation of college policy.
- \* Intrusive use of personal sound amplification equipment
- \* Failure to maintain reasonable hygiene.
- \* Sleeping in class.

In cases where there is definite and imminent risk of physical harm or fear for safety, the student will be reported to Campus Police and the Vice-President of Student Development Services. At off-campus locations, students should call the local law enforcement agency and notify the site coordinator for the College, who should contact college administration.

### **Penalties for Misconduct**

The following sanctions may be imposed for misconduct:

1. Admonition: An oral or written statement to a student that he or she is violating or has violated college rules and may be subject to more severe disciplinary action. An admonition is an immediate action which may be administered by the Vice-President of Student Development Services without further review.
2. Disciplinary Probation: A contract governing student behavior is required stating conditions of probation. Exclusion from participation in the extracurricular activities of the College, including the holding of any student office, for a period of time not to exceed one school year.

3. Restitution: Required reimbursement for damage to or misappropriation of property.
4. Suspension: Exclusion from attending the College as a student for a definite period of time not to exceed one year.
5. Dismissal: Termination of student status for an indefinite period. The conditions of re-admission, if any, will be stated in the order of dismissal.
6. Interim Suspension: If in the opinion of the President, the presence of a student poses a serious threat, the President may immediately suspend the student.

The Vice-President of Student Development Services is responsible for disciplinary procedures. All cases involving disciplinary probation, restitution, suspension, or dismissal of students may be referred by the Vice-President to the committee of review or other appropriate board, unless the student has waived his right to a hearing.

### ***GRIEVANCE PROCEDURE FOR STUDENTS***

Students are encouraged to maintain open, direct contact with faculty, counselors, and others who work with them in achieving educational goals. Concerns or questions are best resolved by direct, positive contact with the individual(s) concerned. The student must discuss his or her concern directly with the other party; however, if the student remains dissatisfied with the results of the discussion, the following procedure should be followed:

1. The student will meet with the Associate Vice President of Student Development Services in an attempt to reach resolution of the issue.
2. The student will meet with the other party's immediate supervisor in a personal conference. If satisfactory resolution of the concern does not result from the conference, the student may file a written grievance within ten (10) days with the immediate supervisor.
3. Copies of the grievance will be provided to all parties of the grievance and to the appropriate vice president. The student will be scheduled to meet with the other parties to the grievance. If the grievance is not resolved within ten (10) days, the other parties may file a written statement with distribution as above.

4. An unresolved grievance will be referred by the Associate Vice President of Student Development Services, together with all supporting statements and the aggrieved student's written request, to the College Judicial Board.
5. The College Judicial Board shall hold a hearing within thirty (30) days after the Associate Vice President's referral for hearing. Judicial Board hearings will be conducted as specified in the Judicial Board bylaws which may be obtained from the Office of Student Development Services.
6. In reaching its decision, the Judicial Board shall consider only the evidence presented at the hearing and such oral or written arguments as the Judicial Board may consider relevant. The Board shall make recommendations and submit such to the President who shall take action on the recommendation as he deems appropriate.
7. The decision of the President is final.

The Student Grievance Procedure is designed to provide students a due process voice when they believe college policy has compromised. Grievable issues must be related to interpretation or application of college policy. Personal opinions, matters of taste or preference, and circumstances covered by external rules, laws, or guidelines are not typically grievable under the Student Grievance Procedure.

Additional information about the "Grievance Procedure for Students" may be obtained from the Office of the Associate Vice President of Student Development Services.

### ***JUDICIAL BOARD***

The College Judicial Board is comprised of five (5) students and four (4) faculty members and provides for due process review of student grievances and appeals of decisions regarding disciplinary matters. The Judicial Board also supervises student elections.

### ***CAMPUS CRIME POLICY***

Southwest Virginia Community College complies with state and federal regulations and fully cooperates with civil authorities in assuring that the campus is a safe place to learn and work. Annually, a report on campus security and completion rates is made available to all current students and employees. Paper copies of the report are available from the Associate Vice President of Student Development Services.

See <http://sw.edu/wp-content/uploads/2015/09/Clery-Disclosure-of-Campus-Policy-Crime-Statistics.pdf>