



Southwest
Virginia Community College
Occupational Therapy
Assistant

Student Handbook
2021-2022

Revised January 2022

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Southwest
Virginia Community College
Health Technologies

Dear Recipient Name,

Congratulations on being accepted into the Occupational Therapy Assistant (OTA) program at Southwest Virginia Community College. We are excited to have you join the SWCC family! The Division of Health Technologies includes Associate of Applied Science (AAS), Certificate, Career Studies Certificate (CSC), and Advanced Studies programs. Collectively, the graduates of our division work in the region and beyond to increase the wellness of our citizens and provide acute and chronic pre-clinical, clinical, and post-clinical medical care.

We know that you will have several questions as you begin your journey in the OTA program. This student handbook has been prepared for your use and contains the answers to many of your questions. Feel free to contact the OTA Program faculty if you would like additional information. The SWCC family is here to help you succeed in your studies and transition into your professional career.

Sincerely,

Dr. Clint Pinion, Jr., RS, CIT
Dean of Health Technologies

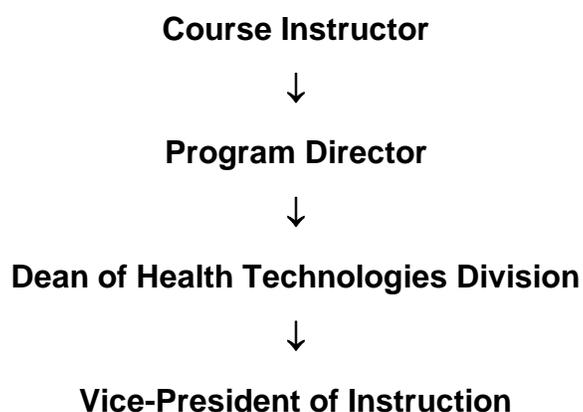
Program Introduction

Program Administration

President	Dr. Tommy Wright
Vice-President of Instruction	Dr. Robert Brandon
Dean	Dr. Clint Pinion
Program Director	Mrs. Annette Looney
Fieldwork Coordinator	Mrs. Billie Carol Keene
Administrative Assistant	Mrs. Tammy Austin

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.



Program Handbook Disclaimer and Signature Form

This Occupational Therapy Assistant (OTA) Program Handbook is provided to you as a guide and to ensure that you understand the academic and conduct expectations that the College has for you during your enrollment in the program. There is no mutuality between you and the College concerning it, and thus your reliance upon the information contained within it when making academic decisions does not constitute, and should not be construed as, a contract with the college. Furthermore, the College reserves the right to make changes to this handbook at any time, unilaterally and without notice; however, students will not be held responsible for any associated conduct expectations contained in such changes until notified of them.

Your signature on this page is simply your acknowledgement that you have received and agreed to read this handbook.

Student's name (printed)

Date

Student's signature

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 February 15th for the upcoming fall semester. The OTA program at SWCC has classroom and laboratory locations at both the SWCC Booth Center and the SWCC Lebanon Center. The Occupational Therapy Assistant program is designed 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.

Program Purpose:

The Occupational Therapy Assistant (OTA) Program at Southwest Virginia Community College (SVCC) is committed to providing educational experiences for each OTA student that will prepare him/her to qualify as a contributing member 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. Successful completion of the program will: 1) qualify the student to obtain employment as an OTA; and 2) qualify the student for eligibility to sit for the national certification examination for occupational therapy assistants administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT). Upon successful completion of this examination, the individual will become a Certified Occupational Therapy Assistant (COTA).

The OTA program is committed to providing curriculum and clinical experiences that will facilitate professional growth and development for the students. Emphasis will be on the importance of communication skills, clinical reasoning skills, and life-long learning skills to assist students in maximizing their potential as productive and capable practitioners prepared to succeed in a rapidly changing, multicultural health care environment.

Educational experiences are provided that enable the student to use purposeful activity and the environment to prevent dysfunction, maintain maximum adaptive function and to decrease maladaptive behaviors to promote wellness for the individual, family, and community. Within this scope, consideration of the patient's environment, cultural background, and personal goals when determining treatment activities and treatment methods is stressed to the students.

The OTA program will be nondiscriminatory in accepting students into the program who are the best suited to a successful career as an OTA.

Accreditation:

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Blvd, Suite 200, North Bethesda, MD 20852-4929 and the telephone number is (301) 652-6611. ACOTE's website is 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.

Mission and Goals of the OTA Program

The OTA program shares Southwest Virginia Community College's mission and values and is committed to providing educational experiences for each OTA student that will prepare him/her to qualify as a contributing member of the health care team who will care for patients under the supervision of a Registered Occupational Therapist. Focus on a student-centered learning approach to develop the knowledge base and clinical reasoning skills, assists in the transition from student to OT practitioner. In addition, the

OTA's program mission emphasizes the importance of lifelong learning for the occupational therapy assistant student and an importance of community service.

The Southwest Virginia Community College Occupational Therapy Assistant program's vision is to be a regional leader in occupational therapy assistant level education, providing the community and beyond, occupational therapy assistants to contribute to the healthcare team.

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. Successful completion of the program will: 1) qualify the student to obtain employment as an OTA; and 2) qualify the student for eligibility to sit for the national certification examination for occupational therapy assistants administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT).

AOTA Philosophy of Occupational Therapy

Philosophical Base of Occupational Therapy: Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. Thus, participation in meaningful occupations is a determinant of health and leads to adaptation. Occupations occur within diverse social, physical, cultural, personal, temporal, and virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation because of the dynamic relationship among factors intrinsic to the individual, the environment and contexts in which the occupation occurs, and the characteristics of the occupation. The focus and outcome of occupational therapy are clients' engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end in therapy. That is, there is

therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy. Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy.

Philosophical Base of Occupational Therapy. *Am J Occup Ther* November/December 2017, Vol. 71(Supplement_2), 7112410045P1.

doi: <https://doi.org/10.5014/ajot.2017.716S06>

OTA Curriculum Sequence

First Semester (17 Credits)		Credits
BIO 141	Human Anatomy & Physiology I	4
ENG 111	College Composition I ¹	3
HLT 143	Medical Terminology	3
OCT 100	Intro. to Occupational Therapy	3
PSY 230	Development Psychology	3
SDV 100	College Success Skills	1
Second Semester (16 Credits)		Credits
BIO 142	Human Anatomy & Physiology II ²	4
OCT 201	Occupational Therapy with Psychosocial Dysfunction	3
OCT 195	Topics in OT for Physical Dysfunction	2
OCT 205	Therapeutic Media	2
NAS 177	Upper Extremity Anatomy & Kinesiology	2
ELECTIVE	Humanities Elective**	3
Summer Semester (6 Credits)		Credits
OCT 190	Coord. Practice in OT I - Level I Fieldwork	1
OCT 207	Therapeutic Skills	3
OCT 220	Occupational Therapy for the Adult	2
Third Semester (14 Credits)		Credits
OCT 210	Assistive Tech in OT	2
OCT 202	Occupational Therapy with Physical Disabilities	4
OCT 203	Occupational Therapy with Developmental Disabilities	4
OCT 208	OT Service Mgmt. & Delivery	3
OCT 190	Coord. Pract. In OT II- Level I Fieldwork	1
Fourth Semester (13 Credits)		Credits
OCT 290	Coord. Pract. In OT III-Level II Fieldwork	6
OCT 290	Coord. Pract. In OT IV –Level II Fieldwork	6
OCT 298	Seminar and Project in OTA	1
Total Hours		66

Program Curriculum Design

“The content and process of a curriculum create a ‘pair of glasses’ through which occupational therapists view the needs of those they serve. A curriculum influences what graduates notice and address about people, their occupations and their environments. It also conveys an understanding of graduates’ responsibility for learning and their profession’s potential contribution to society” (Yerxa, 1998).

Southwest Virginia Community College’s mission and the mission and philosophy of the OTA program have been influences on the focus of the curriculum. Priority emphasis is placed on assisting the student to attain achieve his or her goals and be successful in their educational pursuits by providing learning experiences that facilitate adaptation from student to occupational therapy assistant.

The OTA program at SWCC has built its curriculum design on the concepts of the spatiotemporal adaptation process introduced by Elnora M. Gilfoyle and documented in the text, *Children Adapt: A Theory of Sensorimotor-Sensory Development* (Gilfoyle, Grady, and Moore, 1990). In the program’s curriculum design, a spiraling process is visualized starting with the student’s prior experiences and foundational knowledge of occupation, human function and dysfunction, the domain of occupational therapy, and life-long learning concepts. These basic concepts form “threads” throughout the program. As the student progresses through the program, these threads are revisited. The spiral continually expands as the student’s foundational knowledge is developed into professional competence through integrated active learning experiences and reflection that encourage the development of the clinical reasoning skills needed in occupational therapy practice.

Major Concept Threads/Themes

- View of human function/dysfunction in which there is a focus of human adaptation through occupation and interaction with others

- Occupational therapy practice, with emphasis on occupation, in which students learn concepts of theory, evaluation, treatment/intervention, and management.
- Concept of life-long learning focusing on development of skills through the learning continuum, focus on active learning, collaborative process, and an integration of academic and clinical knowledge.

Students adapt to the changes of the transition from cognitive knowledge to deeper analysis and problem solving to application of knowledge in practice and intervention planning. The OTA program sequence was designed with the curriculum design in mind. Foundational knowledge is presented in the first semester, emphasizing the three major concept threads. Select learning experiences in subsequent courses assist the student to adapt from rote memorization to the higher-level thinking processes required for clinical application in practice.

First Semester (Fall):

The first semester is comprised of general education courses, including ***Human Anatomy and Physiology I (BIO 141)***, ***Medical Terminology (HLT 143)***, ***College Composition I (ENG 111)***, ***Developmental Psychology (PSY 230)***, and ***College Success Skills (SDV 100)***. These basic foundational courses in the humanities, and biological and social sciences courses allow the OTA students to understand the behavior of individuals in relation to their biological, psychological, and cultural backgrounds and development. Having an emphasis on medical terminology during the first semester sets the groundwork of understanding information in upcoming courses, while college composition further develops skills in grammar and writing.

OCT 100 (Introduction to Occupational Therapy) introduces fundamental concepts of occupational therapy and includes the definition, philosophy, and history of the profession, ethics, multicultural implications of practice, role delineation, and settings of practice.

Second Semester (Spring):

The second semester incorporates additional general education courses with four professional courses. General education courses include ***Human Anatomy and Physiology II (BIO 142)***, which builds upon knowledge gained in BIO 141 and HLT 143; and a ***humanities elective*** which enhances and builds upon the knowledge gained during the previous semester.

Program courses taught this spring semester include ***Upper Extremity Anatomy and Kinesiology (NAS 177)***, which provides foundation knowledge to develop skills in occupational therapy evaluation and treatment of physical dysfunction. This course incorporates knowledge learned in human anatomy and physiology and medical terminology and teaches new skills including biomechanical and kinetic concepts. At the same time, students are learning to analyze activities and determine the specific body structures and functions required to complete occupations by the assignments in the OCT 205 course. ***Therapeutic Media (OCT 205)*** builds upon concepts learned in Introduction to OT (OCT 100) and includes new knowledge including a more detailed study of activity analysis, teaching and learning, and adapting and grading activities in a lecture-based and hands-on laboratory format. Additionally, students begin to learn information regarding specific psychiatric and mental disorders and applicable occupational therapy evaluation and treatment techniques in ***Occupational Therapy with Psychosocial Dysfunction (OCT 201)***. Concepts taught in these courses often build upon information learned in general education courses, specifically, *Medical Terminology* and *Developmental Psychology*. ***OCT 195- Topics in Occupational Therapy for Physical Dysfunction*** -provides students with basic knowledge in the area of physical dysfunction prior to participating in their level I clinical fieldwork experiences and builds on knowledge gained in the previous semester regarding the OT process, evaluation areas, treatment planning, basic documentation included in the *Introduction to OT* course (OCT 100). Information on joint range of motion and muscle activity covered in this course would also complement material

covered in the *NAS 177 (Upper Extremity Anatomy and Physiology)* course that is concurrently being taught during this semester.

Summer Term:

During the summer term, three professional courses are scheduled. ***Therapeutic Skills (OCT 207)*** applies concepts learned in the *Therapeutic Media* course from the previous semester and builds upon these to facilitate student learning of various treatment techniques and adaptations of activities and the environment. This course objectives also include developing skill competencies in taking vital signs

Occupational Therapy for the Adult (OCT 220) builds on student foundational knowledge of the life span and the older adult to present a more comprehensive approach regarding factors contributing to dysfunction and formulating intervention strategies. ***Coordinated Practice in OT I (OCT 190)/Level I fieldwork part 1*** is designed to provide opportunities for the student to integrate academic knowledge previously learned in the areas of psychosocial dysfunction through the experience of observing and participating in clinical experiences in appropriate settings. Student assignments for OCT 190 during this semester emphasize the integration and application of knowledge regarding interviewing and communication skills, medical record reviews, therapeutic use of self, time management, safety and universal precautions, and confidentiality.

Fourth Semester (Fall):

Courses in specific diagnoses, evaluation, and treatment are continued during this semester. Specific evaluation and treatment courses include ***Occupational Therapy with Physical Dysfunction (OCT 202)***, which emphasizes the role of OT related to physical dysfunction and ***Occupational Therapy with Developmental Disabilities (OCT 203)***, which is devoted to OT in the areas of pediatrics and developmental dysfunction. OCT 202 builds upon the knowledge gained in general education courses of anatomy and physiology and the program courses of kinesiology, therapeutic media, and therapeutic skills taught in previous

semesters. It then introduces the student to new patient diagnoses in the area of physical dysfunction while presenting appropriate treatment interventions and techniques. OCT 203 builds upon knowledge gained in the general education course of human lifespan development and on previous program courses of therapeutic media and therapeutic skills. This course then introduces concepts of OT in the school system, pediatric diagnoses and disorders, and evaluation/assessment, and treatment techniques and interventions. **Assistive Technology in Occupational Therapy (OCT 210)** is being added to the curriculum to provide more in-depth exploration of assistive technologies available for persons with a variety of disabilities; and assessment, selection, adaptation, and training of AT to persons with disabilities. This course builds on the knowledge gained from activity analysis, observation skills, and diagnostic information presented in the previous courses. **OT Service Management and Delivery (OCT 208)** presents information on principles and techniques of management, supervisory relationships, reimbursement, documentation, and the day-to-day operations of occupational therapy practices. Students must integrate previously learned foundational skills and concepts of occupational therapy process, role delineation, documentation, and interpersonal skills as these topics are presented in detail and in relation to the role of the OT practitioner.

Coordinated Practice in OT I (OCT 190)/Level I fieldwork part 2 is designed to provide opportunities for the student to integrate academic knowledge learned in the areas of physical dysfunction and pediatrics/developmental delay through assigned clinical learning experiences. Student assignments for the fall OCT 190 course build on the skills acquired during the summer OCT 190 fieldwork and complement current didactic courses to promote integration of knowledge. Assignments include, but are not limited to case study, patient profile completion, patient interaction skill development, and documentation practice.

Fifth Semester (Spring):

The fifth and final semester of the program is comprised of **Level II clinical fieldwork experiences (OCT 290)**. Level II fieldwork provides the final synthesis

of information prior to graduation and the beginning of the students' professional careers. Successful completion of these full-time Level II fieldwork experiences requires the integration of the knowledge provided by the educational program with continued new learning during fieldwork experiences.

Seminar and Project in Occupational Therapy (OCT 298) – is an online course that runs concurrent with Level II fieldwork. This course is designed to provide students with learning experiences that enable them to become familiar with preparing for the application process for certification and licensure; review testing strategies for the board exam; complete practice tests for board exam review from assigned texts; explore career planning and job search methods; create a professional résumé; review essential professional behaviors; and review options available for continuing education and professional development. This course is scheduled during the graduating semester so that students can apply knowledge and techniques to ease their transition from school to workforce.

Curriculum Design Table

The concept themes/threads below are introduced in the foundational courses of the first semester and continually revisited in later courses to reinforce and build upon the concept as higher level learning is achieved.

	Cognitive/ Knowledge	Analysis	Application
Human Function/ Dysfunction	Knowledge of general development, function and pathological conditions and terminology.	Analyze information about the nature of human and development. Process the relationship of environmental, internal and external factors on the health of an individual	Problem solve and use clinical reasoning to design individualized treatment interventions for patients with a variety of diagnoses and conditions.
OT Practice	Understand the domain of occupational therapy and theoretical bases of occupational therapy practice, including the importance of meaningful occupation.	Apply appropriate occupational therapy theories to evaluation and intervention and management concepts.	Synthesize and apply knowledge from occupation and theoretical foundations to intervention planning and practice.
Life-long Learning	Understand professional behaviors, standards, ethics, and importance of competency as a practitioner.	Analyze information regarding occupational therapy practice and evidence-based practice for current and future personal and professional growth.	Apply collaborative and active learning strategies with synthesis of professional behaviors, for professional growth and development. Become a self-directed learner, investigating practice questions and problem solving to improve skills and ultimately improve patient care

References:

- Gilfoyle, E., Grady, A., & Moore, J. (1990). *Children adapt: A theory of sensorimotor-sensory development*. Thorofare, NJ: Slack, Inc...
- Yerxa, E. "Occupation: The Keystone of a Curriculum for a Self-Defined Person." *American Journal of Occupational Therapy*. 52 (1998): 366.

OTA 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).

STUDENT OCCUPATIONAL THERAPY ASSOCIATION (SOTA) Club

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.

Virginia Occupational Therapy Association (VOTA)

For more information about our state occupational therapy association, please go to:

<https://vota.wildapricot.org/>

American Occupational Therapy Association (AOTA)

The American Occupational Therapy Association (AOTA) is the national occupational therapy professional organization that has a wealth of beneficial information for OT practitioners and the general public. For more information on how to become a member of the AOTA or for information regarding OT practice, schools, legislation, research, etc., please go to: www.aota.org

Program Policies

Admissions Information

Selective Admissions Checklist

OCCUPATIONAL THERAPY ASSISTANT (OTA) PROGRAM SELECTIVE CHECKLIST

Keep this page for your records

It is the applicants' responsibility to make sure that all requirements and pre-requisites are met and all required documentation is received in the specified offices by stated deadlines. This checklist is provided as a quick general guidance sheet for your records. Please refer to the SWCC catalog at sw.edu for full program details.

We highly recommend that you work on a regular basis with either Annette Looney (276.964.7643 annette.looney@sw.edu) or Billie Carol Keene (276.964.7743, billie.keene@sw.edu) for future advisement. They will be able to help you with course registration and will gladly discuss actions that you can take to make yourself more competitive.

APPLICANT CHECKLIST

Requirements/Documentation must be received in the Admissions Office by February 15th

APPLICANT REQUIREMENT	WAYS TO COMPLETE	COMPLETED (✓)
SWCC Admissions Application	Online at www.sw.edu	
Occupational Therapy Assistant Application	Online at https://sw.edu/health-technology/occupational-therapy-assistant-app/	
Official High School Transcript	Applicant requests HS to send official transcript to SWCC Admissions	
GED Scores (if applicable)	Applicant Provides Copy to Admissions	
ALL Official College/University Transcripts (excluding VCCS – Virginia Community Colleges)	Applicant requests Colleges/Universities to send official transcripts to SWCC Admissions	
*One Year Biology with Lab and Chemistry with Lab or completion of BIO 141 and 142 ("C" or better grades)	HS Biology or College (BIO 20 or BIO 101 at SWCC) AND HS Chemistry or College (CHM 05 or CHM 111 at SWCC) or BIO 141/142	
Demonstrate competency in Math and English as determined in the Direct Enrollment Policy	See the Direct Enrollment policy online at https://desurvey.vccs.edu/	
Place into ENG 111 or Completion of ENG 111 (grade "C" or better)	Direct Enrollment policy, or have completed ENG 111 (grade "C" or better)	
Minimum 2.5 high school or college curricular GPA – Based on Last School Attended Whether HS or College, with at least 12 credits completed	Based on last school attended with 12 or more credits attempted. All official transcripts will be reviewed by the Admissions Office.	

***Please note pre-requisites for BIO 141/142 include one year biology and one year chemistry or equivalents.**

Applicant must also complete twelve (12) hours of observation in an OCCUPATIONAL THERAPY SETTING. Applicants may meet this requirement at multiple sites. Observation must be documented by OT personnel denoting date(s) and time(s). Observation documentation must be received in the SWCC – Occupational Therapy Assistant Department – PO Box 1101 – Richlands, VA 24641 by February 15th.

You are important to us and we want to help you meet your educational goals! If you have questions or need additional assistance, please stop by the Admissions Office – Dellinger Hall Room 220 - (276)964.7238 - admissions@sw.edu .

Rev 9/21

CANDIDATE LETTER**SOUTHWEST VIRGINIA COMMUNITY COLLEGE***OCCUPATIONAL THERAPY ASSISTANT PROGRAM*

Dear OTA Applicant:

Thank you for your interest in the Occupational Therapy Assistant (OTA) program at Southwest Virginia Community College. This is provided to help you through the application process. Additional information is available at our website: <https://sw.edu/occupational-therapy-assistant-degree/> or contact Annette Looney at 276.964.7643 or annette.looney@sw.edu

The 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 February 15th for the upcoming fall semester. The pre-requisite courses and placement testing that you must take before being considered for admission are listed on the OTA application and above website. An online application to Southwest Virginia Community College is found on the college website in the "Admission" section: <https://sw.edu/home2/admissions/> The OTA Program online application is found at: <https://sw.edu/health-technology/occupational-therapy-assistant-app/>

Because of limited enrollment not every study who applies for the program will be accepted. Students with completed applications (those who have all pre-requisites) will be considered in the selection process. Those who exceed the admission requirements will have a better chance of being accepted into the program. Selection into the program will be made based on the applicant's ranking which consists of academic performance, placement testing scores, job shadowing documentation, and interview.

The Occupational Therapy Assistant Program at Southwest Virginia Community College is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is 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.

Sincerely,

Annette Looney, MS Ed, OTR/L

Program Director and Associate Professor

annette.looney@sw.edu



OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Job Shadowing Form

NOTE: please use a separate sheet for each job shadowing sites. A minimum of 12 hours of shadowing with an occupational therapist or occupational therapy assistant is required.

I verify that _____ has visited the occupational therapy department of
(Print name of student)

(Name of facility)

Date	Check in time and leave time	Total hours	Therapist signature

To be completed by supervising OTR or COTA on student behaviors during job shadowing:

	HIGH				LOW
Attitude	5	4	3	2	1
Interest	5	4	3	2	1
Initiative	5	4	3	2	1
Appearance	5	4	3	2	1
Initiative	5	4	3	2	1
Appearance	5	4	3	2	1

Therapist's Comments: _____

Supervisor's Signature

Student Signature

Approximate Cost of the Program

Please note: All fees are subject to change. Students will be notified of all changes as soon as possible.

Tuition and fees are subject to change. Students should refer to the current course schedule for in-district, out-of-district, out-of-state and international tuition and fees: <https://sw.edu/tuition-fees/>

Students will also incur additional expenses throughout the program for items including, but not limited to, textbooks, clinical attire, travel expenses for clinical travel, clinical parking, clinical badge holders, clinical pre-placement drug screening, criminal background check, CPR certification, annual TB testing, additional immunizations as determined by clinical agencies, health insurance, and certification and licensure fees. The student should also expect to incur expenses for meals and travel to and from clinical sites.

Facilities

OTA face-to-face classes will be primarily held in the SWCC Lebanon Center location. Lecture and Lab meetings will be held in OTA classrooms 4,5, OTA kitchen and media areas. Online courses will utilize Zoom meetings and pre-recorded lectures, as appropriate.

Clinical experience will be attained in southwest Virginia and surrounding areas.

Length of Program

The program is twenty-two months, including Fall 1st year, Spring 1st year, Summer regular term, Fall 2nd year, and Spring 2nd year. This program is a full-time commitment. The SWCC academic calendar is found at the website: <https://sw.edu/schedule/> . Students should schedule personal vacations and other events during official college breaks. Students are expected to be present during all scheduled class times.

Class Times/Schedules

Tentative OTA course schedules are made available at the beginning of each semester with the course syllabus. The OTA program course schedules are subject to change without notice.

OTA Pinning Ceremony

Upon completion of all the academic and clinical program requirements, OTA students and guests will be invited to attend the OTA annual pinning and awards ceremony held in early May. Additional details will be provided in class.

Graduation

OTA students will be asked to apply for spring graduation by December 1 prior to the spring graduation date. Additional information is available at:

<https://sw.edu/graduation/>

OTA Program 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. 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 after admittance to the program will result in dismissal from the program. Remediated courses must be completed with a final grade of "C" or better.

In addition, program courses must be completed as listed in the curriculum design because program specific courses build on each other. All general education courses in the program may be completed earlier, but not later than listed in the curriculum design. For example, the anatomy course must be completed in full by the end of the spring semester in the program or the student will not be able to advance.

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 approximately 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>
94-100	A	4
87-93	B	3
80-86	C	2
73-79	D	1
72 and below	F	0

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.

Students may be required to repeat OTA courses that were taken more than 2 years prior to time of re-admission to OTA 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 in or previously enrolled in.
- 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.

ACADEMIC INTEGRITY:

Students must do their own work; there are no exceptions. Students who plagiarize or cheat in any way will 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.

STUDENT EMPLOYMENT:

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

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.

DRESS CODE

Students are expected to always appear neat and clean. 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. 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.

- Business casual attire, including khakis and button-up shirt/polo-style shirt with closed-toed shoes and college name id badge will be required for field trips.
- Clinical attire may include khakis/dress pants with button-up shirt/polo-style shirt or scrubs or approved attire as listed by clinical site. If wearing scrubs to clinicals make sure and get approval on color and style of scrubs prior to attending any clinical meetings.
- College i.d. name badges must be worn to all class, lab, field trips, and clinical experiences.
- Wrist watches should be worn by students to all class and clinical fieldwork experiences to increase awareness of time management.

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 regard 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 Physical Dysfunction lab (Lebanon Center room 5). Material Safety Data Sheets (MSDS) on lab supplies can be found in the lab notebook in the OTA classroom (Lebanon Center room 4). Please refer to these and notify instructor with questions or if there is an incident.

Student Records

The OTA program follows the Virginia Freedom of Information Act (FOIA), located § 2.2-3700 et seq. of the Code of Virginia, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees. For more information please refer to:

<https://sw.edu/foia/> and the Records Management Policy at: <https://sw.edu/wp-content/uploads/RMPolicy.pdf>

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

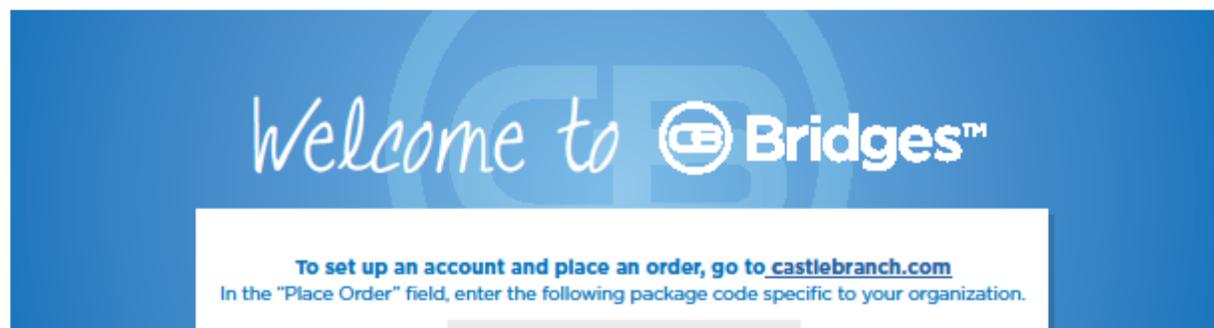
policy is available through **Healthcare Providers Service Organization** at <http://www.hpso.com/professional-liability-insurance/student-coverage-description.jsp>

CONFIDENTIALITY/HIPAA

Occupational therapy assistant program students are required to complete the Health Information Portability and Privacy Act (HIPAA) 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. Students should complete the HIPAA for healthcare providers at: <https://www.hipaatraining.com/hipaa-training-for-healthcare-providers>

While in the clinical setting students will be privy to confidential information for each patient. The clinical setting may also require the student to complete HIPAA training. 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.

Criminal Background Check and Drug Screen policy



CB Bridges™ is a platform designed to help schools, facilities, and most importantly, you, manage your clinical education experience.

Placing an Order

1. Please navigate to CastleBranch.com to place your order.
2. Select the "Place Order" icon on the menu bar at the top of the screen and enter in the package code.
3. Once you have placed your new CB Bridges™ order, please allow up to 24 hours for your account to be established. The CB Bridges™ access tile will then appear on your dashboard.

Granting Consent

1. Once you have navigated to CB Bridges™, you will see two pop-up windows asking for your consent and signature before moving forward:
 - a. E-Signature and Transactions consent
 - b. Terms of Use and Conditions consent

Tracking Your Wellness

1. Once you are in CB Bridges™, on the right side of the dashboard labeled COVID-19 Compliance, click "Enter."
2. Fill out all required fields: temperature, date and time.
3. Select "submit." You will receive a "successful submission" message once the log has been processed.
4. Using this method, submit a log twice daily for a period of at least 14 days.

Receiving Your Placement

1. When your clinical coordinator has placed you into a clinical experience for the semester within CB Bridges™, you will receive an email notification to your primary email address on file alerting you that you have checklist items to complete.
2. Your first few checklist items are generated by CastleBranch. You will need to complete the Clinical Group Membership Checklist items:
 - a. FCRA Consent
 - b. FERPA Consent
 - c. Consent to Share
 - d. CB Bridges™ Subscription - If you have already ordered CB Bridges™, this item will be marked as COMPLETE

Working Through Your Checklist

1. Once you have completed all of the items above, you will receive another CB Bridges™ email notification alerting you when your COVID-19 items have been added to your Checklist. (This may not happen immediately because your clinical coordinator will need to trigger the items to be added.)
2. Your next interaction with CB Bridges™ will likely be completing checklist items such as COVID-19 symptom and exposure questionnaires with attestation, handwashing education, and uploading your temperature log. You will be able to read and review all documents provided, as well as download, fill out, sign and upload documents back into the system as needed. Your clinical coordinator will be able to see your progress as you work through your Checklist items. Some items may require review before they are considered complete. Some items may require review before they are considered complete. Items that are waiting to be reviewed will have a status of Pending.



View User FAQ's

Click the link above or visit the student FAQ section of the CB Bridges website.

Do you have questions? We have answers.

The Service Desk is available to assist you via phone, chat and email.
Mon-Thurs: 8 am - 8 pm, Fri: 8 am - 6:30 pm & Sun: 10 am - 6:30 pm EST
888.723.4263 | servicedesk.cu@castlebranch.com



NOTE: If you are already obtaining your pre-clinical requirements through CastleBranch, you will continue to use myCB to complete background checks, immunization records, and/or drug testing requirements. CB Bridges is the place you will go to complete all other orientation requirements specific to a facility.

Health certificate/Physical Exam form

SOUTHWEST VIRGINIA COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
Physical Assessment and Immunization Record

To be completed by a physician, physician assistant, or certified nurse practitioner and submitted to the address on the back of this form.
 You should keep a copy for your records.

Name: _____ Home Address: _____ Home Phone No. _____

EMPLID: _____

Name of Emergency Contact: _____ Address of Emergency Contact: _____

Phone No. of Emergency Contact: _____

Allergies					DOB			Age	
Height		Weight		Blood pressure		Pulse		Sex	

PROBLEMS ADDRESSED Include Any Existing Medical Problems	MEDICATION LIST	OTC MEDICATIONS

IMMUNIZATION RECORD - THIS SECTION MUST BE COMPLETELY FILLED OUT	INITIALS
PPD (Date of administration and results must be within the past year and legally documented) If history of positive obtain CXRAY. Test Type: _____ Date: _____ Results: _____	
*MMR Dates Measles Dose I: _____ Dose II: _____ Mumps Dose I: _____ Rubella Dose I: _____	
*Rubella Titer Results _____ Immunity Confirmed Yes _____ or No _____	
*Hepatitis B Date Dose I: _____ Dose II: _____ Dose III: _____	
*Hepatitis B Titer Results: _____ Or Waiver Declining Immunization: _____	
*Varicella (Chickenpox) Documented history or immunization of disease, or titer if unknown.	
TD: Within Last 10 years. Date of administration _____	
*Documentation of immunization OR titer must be provided.	

HEALTH CARE EXAM	INITIALS
Demonstrates the ability to lift, push and pull a minimum of 50 pounds	
Demonstrates no physical, emotional or psychosocial factors which would limit this individual's ability to function safely in a health care setting, as a health care provider.	
Comments:	

PHYSICAL EXAM: NOTE INITIAL EACH SYSTEM IF NO PATHOLOGICAL FINDINGS OR CONCERNS			
PHYSICAL			
General	Heart	Extremities\Musculoskeletal	Dermatology
HEENT	Lungs	GI\GU	Neurological
ROS			
General	Cardiovascular	Extremities\Musculoskeletal	Dermatology
HEENT	Respiratory	GI\GU	Neurological

Additional Comments:

PHYSICIAN'S OR CERTIFIED NURSE PRACTITIONER'S SIGNATURE _____

PHYSICIAN'S OR CNP'S NAME (Please print) _____ Date: _____

ADDRESS _____

Please keep a copy for your personal files and submit the completed form to:

MS. ANNETTE LOONEY
 OTA PROGRAM DIRECTOR
 SOUTHWEST VIRGINIA COMMUNITY COLLEGE
 PO BOX 1101
 RICHLANDS, VA 24641

03/22

Hepatitis B Waiver**Hepatitis B Vaccine – Declination**

The Southwest Virginia Community College Occupational Therapy Assistant program requires that all students either be inoculated with the Hepatitis B vaccine or sign this waiver stating their refusal to have this inoculation, prior to participating in clinical fieldwork.

I understand that due to my potential exposure to blood or other potentially infectious materials I may be at risk of acquiring Hepatitis B virus (HBV) infection. However, I decline the Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. I also realize in declining, that I relieve the Southwest Virginia Community College Occupational Therapy Assistant program and each clinical facility to which I may be assigned of all responsibility should I acquire Hepatitis B while I am enrolled in the Occupational Therapy Assistant program.

I hereby consent to release of this document to any clinical agency that may request it in connection with my occupational therapy assistant education. No further release will be made without my consent.

I certify that I am at least 18 years of age (if under 18 years of age, parent or guardian must sign).

Student / Parent / Guardian signature

Date

Witness

Date

Varicella Waver

VARICELLA VACCINE Chickenpox Verification, Varicella Screening Consent/Declination

It is the policy of this facility that all students with direct patient care should be immune to Varicella (Chickenpox). Students who provide a Varicella screening that indicates immunity do not have to sign this form. Varicella screening can be done through the student's private physician. For those students whose immunity is negative, the student can either obtain the vaccine from their private physician or sign the Varicella Screening/Vaccine Refusal below.

A student may refuse Varicella screening and/or vaccination. However, if the student is exposed to a known case of Varicella (Chickenpox), he/she will be required to stay out of the clinical area for the twenty-one (21) day incubation period.

CHICKENPOX VERIFICATION

Please indicate below if you have had or have not had Chickenpox in the past.

Printed Name: _____

_____ I know that I have had Chickenpox in the past. (Also sign Screening/Vaccine Refusal)

_____ I have not had Chickenpox. (Varicella screening is required to indicate immunity).

_____ I do not know if I have had Chickenpox in the past. (Varicella screening is required to indicate immunity).

Student Signature

Date

SCREENING/VACCINE REFUSAL

Please read and sign the following statement if you refuse to be screened and/or vaccinated for Varicella.

I _____ understand that all students who have direct patient contact must be immune to Varicella. I understand that if I am exposed to active Varicella, I will be required to stay out of the clinical area for the twenty-on (21) day incubation period.

I refuse the Varicella Screening and/or Vaccination.

Student Signature

Date

Instructor Signature

Date

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.

GENERAL BACKGROUND ON OCCUPATIONAL THERAPY ASSISTANT FIELDWORK

Fieldwork is designed to enrich the academic coursework through observation and active participation in the OT process (ACOTE Standard **C.1.9**). At SWCC, fieldwork is divided into two sections:

Level I – This level of fieldwork begins in the third semester (Summer Semester) of the program and continues into the fourth semester (Fall Semester). It is intended to provide the student with basic exposure to the OT process and is rich in observation, reflective inquiry, and basic application of clinical reasoning. During Level I Fieldwork students are supervised (by a licensed OTR, COTA, or other qualified professional) and have the opportunity to observe, assess, practice documentation, begin treatment planning, and get introductory hands-on experience while enhancing professional behaviors and skills. Level I-A has at its focus psychological and social factors that influence engagement in occupation (ACOTE Standard **C.1.7**) and Level I-B incorporates the student's learned psychosocial skills into the physical disability populations across the lifespan as they become introduced to therapy concepts in these areas.

- OCT 190 Coordinated Practice in OTA: Level I-A (1 Credit) 75 hours completed over ten weeks
- OCT 190 Coordinated Practice in OTA: Level I-B (1 Credit) 75 hours completed over 16 weeks

** No portion of Level I Fieldwork shall be substituted for any part of Level II fieldwork. Ensures that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the OT process, and includes formal evaluation of student performance (ACOTE Standard **C.1.9**).

Level II - This level of fieldwork is typically in the fifth semester and requires a minimum of 16 weeks' full-time experience following successful completion of all academic portions and Level I Fieldworks. This Level II may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual

and customary personnel policies, as long as it is at least 50% of an FTE at that site. 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 (ACOTE Standard **C.1.10**). This experience allows the student to apply their knowledge and skills in assessment, program planning, and therapeutic treatment under the supervision of a currently licensed OT fieldwork educator with a minimum of 1 year full-time of practice experience subsequent to initial certification (ACOTE Standard **C.1.11**). By the end of each full-time fieldwork, the student is to perform as an entry-level OTA clinician as defined by the facility. Upon successful completion of academic requirements and the Level II experience, the student will have general entry-level competence and be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) exam. Level II A/B provides students clinical experience in the areas of physical disability, pediatric, psychosocial and or other identified practice area facilities as deemed appropriate to round out the fieldwork experience for preparation as a generalist.

- OCT 290 Coordinated Internship in OTA: (6 Credits) Eight weeks
- OCT 290 Coordinated Internship in OTA: (6 Credits) Eight weeks

****All Level II Fieldwork must be completed within 18 months of completion of academic coursework (ACOTE Standard **A.4.7**)**

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 your clinical supervisor, your 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* or currently approved evaluation form. 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.

Additional information on Fieldwork is available in the SWCC OTA Fieldwork Education Handbook.

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. 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

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 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.

Student Code of Conduct

<https://catalog.sw.edu/content.php?catoid=5&navoid=295>

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. Violation of classroom courtesy guidelines above and the following examples of misconduct are subject to disciplinary action.

- Sleeping in class.
- Failure to maintain reasonable hygiene.
- Conduct that is lewd, indecent, or obscene.
- Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other College activities.
- Persistent or gross acts of willful disobedience or defiance toward College personnel.
- intrusive use of personal sound amplification equipment.
- Committing illegal acts.
- Gambling, holding a raffle, or lottery on the campus or at any College function.
- Littering, defacing, destroying, removing, or damaging property of the College or property under its jurisdiction.
- Computer and lab abuse in violation of College policy.
- Violation of the Alcohol and Drug Policy.
- 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. Includes sexual harassment and/or assault and other behavior addressed by the Southwest's Title IX policy.
- Possessing on College property or at any College activity any dangerous chemical, explosive element, or component parts thereof, not used for lawful College studies.
- Possessing a rifle, shotgun, pistol, revolver, other firearm or weapon as defined in section 18.2-308 of the Code of Virginia on College property without authorization of the President of the College.
- 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.
- All forms of dishonesty, cheating, plagiarism, knowingly furnishing false information to the College, forgery, and alteration or the use of altered College documents.
- Failure to identify oneself on College property or at a College event when asked to do so by College personnel acting in the performance of his or her duties.
- Participating in or inciting a riot or an unauthorized or disorderly assembly. All forms of sexual harassment or racial discrimination other than such forms as constitute protected speech.

- Possession of an animal on campus that is not a service animal.

Faculty, staff and students should first contact 911 in cases where there is definite and imminent risk of physical harm or fear for safety. The individual(s) of concern should also be reported to Campus Police and the Dean of Student Success. At off-campus locations, faculty, staff and students should first call 911 and then notify the site coordinator for the College, who will contact College administration.

Procedure for Enforcing the Student Code of Conduct

Any student and/or visitor impeding classroom instruction or disrupting any college activity may be removed from the premises using the following procedure:

1. The determination of disruptive behavior is at the discretion of the college employee (instructor, administrator, or staff).
2. Ask the student/individual to leave the instructional site, campus or activity area. Specify criteria for their return.
3. Inform the student/individual that they have the right to appeal to your supervisor.
4. If the student refuses to leave, dismiss the class or adjourn the activity, and call security.
5. Report the incident to your supervisor immediately who will follow-up with a report to the Dean of Student Success.

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 unless the violation ceases, or is not repeated. An admonition is an immediate action which may be administered by the Dean of Student Success 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 a 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 offer of dismissal.

6. Interim Suspension: If in the opinion of the Dean of Student Success, the presence of a student poses a serious threat of harm to person or property, the Dean of Student Success may immediately suspend the student.

Suspended Student Restriction: No student who has been suspended for disciplinary reasons from the college will be permitted on the campus of the college during the suspension period without prior written approval of the Dean of Student Success. In addition, any student who wishes to transfer to Southwest but is under a misconduct penalty from another institution will not be considered for admission until 1 term after the penalty expires.

Professional Development Evaluation

Professional Development Conference Procedure

During the spring 1st year and fall 2nd year, instructors will meet to discuss individual student professional development progress using the Professional Development Evaluation tool.

Throughout the semester, students will receive feedback regarding their standing in the course. Behaviors identified in class/lab will be immediately addressed and verbal feedback will be given. If needed a meeting will be scheduled to outline the expectation behavior. If the student continues to demonstrate unsatisfactory professional behaviors, progressive disciplinary procedures will be followed.

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.

0- UNSATISFACTORY	The student does not demonstrate the required level of professional skill.
1- NEEDS IMPROVEMENT	The student, while beginning to demonstrate the required level of professional skill, needs improvement in either quality or quantity.
2- MEETS REQUIREMENTS	The student demonstrates the required level of professional skill.
3-EXCEEDS REQUIREMENTS	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.