



Cleveland University
KANSAS CITY

Chiropractic and Health Sciences

Occupational Therapy Assistant Program Handbook

Table of Contents

Table of Contents	2
Prelude	4
Introduction	5
Program Faculty and Contact Information.....	5
Accreditation	6
Program Responsibilities	6
THE CUKC INSTITUTIONAL VISION.....	7
THE CUKC INSTITUTIONAL MISSION	7
CORE VALUES.....	7
MISSION OF THE COLLEGE OF HEALTH SCIENCES.....	7
Cleveland University-Kansas City Occupational Therapy Assistant Program.....	8
OTA Program Mission Statement	8
OTA Program Vision Statement.....	8
Philosophy	8
Curriculum	9
Credit/Contact Hour Distribution	9
Transfer Students- A.A.S. in Occupational Therapy Assistant.....	10
Student Learning Outcomes	11
Graduation Requirements - A.A.S. in Occupational Therapy Assistant	11
Academic Policies and Procedures	12
Nondiscrimination Policy.....	12
Tuition and Fees	12
Academic Calendar	12
Professional Behavior Standards	12
Dress Code and Professional Appearance Standards	12
Information Exchange and Communication.....	13
Technical Standards.....	13
Classroom Guidelines.....	14
Program Standard Procedures	16
Inclement Weather Policy	16
Background Check Policy.....	17
Drug Screening Policy	17
Health Status	18
Immunization Policy.....	18
CPR Certification	18
Health Insurance	18

Academic Expectations and Standing.....	19
Grading Scale	19
Student Advisement	19
Program Dismissal	19
Course/Program Withdrawal	20
Complaints and Informal Resolution.....	20
Grievances and Appeals Policy	20
Fieldwork Experiences Overview.....	21
Level I Fieldwork.....	21
Level II Fieldwork.....	22
Fieldwork policies and procedures can be located in the OTA Program Fieldwork Manual.	23

Prelude

Cleveland University-Kansas City's (CUKC) Occupational Therapy Assistant (OTA) program reserves the right, without prior notice, to make changes at any time to the material contained in this program handbook, including but not limited to, entrance and graduation requirements, curriculum, academic policies, and any rules and regulations.

Occupational Therapy Assistant students are required to familiarize themselves with and abide by the rules and regulations of the Occupational Therapy Assistant programs' publications in this handbook.

The OTA program has policies and procedures unique to the OTA program. Should a policy or procedure in this Handbook differ from other University publications, it is to be understood that this Occupational Therapy Assistant Student Handbook takes precedence over any and all other University publications.

The provisions of this handbook shall in no way be construed as a contract between Cleveland University-Kansas City and any student.

Introduction

Welcome to Cleveland University-Kansas City and congratulations on being accepted to the Associate of Applied Science (A.A.S.) – Occupational Therapy Assistant Program! This handbook provides details about the program, which may be helpful to reference.

Program Faculty and Contact Information

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Program Director

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Rachel received her Bachelor of Science degree in Psychology from Culver-Stockton College and her Master of Occupational Therapy degree from St. Ambrose University. She is a registered occupational therapist with the National Board for Certification in Occupational Therapy (NBCOT). Rachel's clinical experience has been primarily in mental health and for the last eight years, she has worked in OTA education. Rachel is an active member of the American Occupational Therapy Association (AOTA) and the state occupational therapy association.

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Academic Fieldwork Coordinator

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Ms. Boone earned a B.A. in political science from Rockhurst University, and an A.A.S. in Occupational Therapy Assistant from Metropolitan Community College-Penn Valley. She has more than 20 years of experience as a Certified Occupational Therapy Assistant (COTA), and has worked in acute care, geriatric, pediatric, and rehabilitation settings. While working, she supervised fieldwork students, which peaked her interest in OTA education. She has seven years' experience in OTA education: first as an instructor primarily in geriatric and rehabilitation practice courses, and six years' experience serving as staff as an academic fieldwork coordinator. When not working, she enjoys spending time with family and friends, her dog, and watching football, baseball, soccer and some college basketball.

Accreditation

The Occupational Therapy Program (OTA) at Cleveland University-Kansas City 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. The phone number for ACOTE is (301) 652-AOTA (2682), and the Web address is www.acoteonline.org.

Graduates are eligible 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).

In addition to initial certification, state licensure is required to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Program Responsibilities

The Program Director assumes primary responsibility for communication with ACOTE and will:

- Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.
- Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.
- Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.
- Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.
- Pay accreditation fees within 90 days of the invoice date.
- Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information.
- Agree to a site visit date before the end of the period for which accreditation was previously awarded.
- Demonstrate honesty and integrity in all interactions with ACOTE.

THE CUKC INSTITUTIONAL VISION

The University's vision is to be recognized and respected as a leader in health promotion.

THE CUKC INSTITUTIONAL MISSION

The University's mission is to provide strong student-centered academic and professional education with a focus in the areas of life sciences and health promotion through education, scholarship and service.

CORE VALUES

Integrity/Accountability

- Responsible and ethical behavior
- Honest and open communication
- Responsibility for our individual actions
- Excellence/Service
- Highest quality in teaching, scholarship and service
- Embrace compassion

Diversity/Respect

- Treat all individuals with dignity and respect
- Encourage an environment that attracts, nurtures and supports diversity
- Sensitivity to differences in learning styles, ideas and beliefs

Collaboration/Teamwork

- Partnerships, interaction and relationships
- Cooperative efforts to achieve our common goals

Health/Well-being

- Encourage activities and behaviors that contribute to a healthy lifestyle
- Chiropractic care is essential for optimizing health and well-being

Innovation/Creativity

- Intellectual curiosity
- Enthusiastic pursuit of new ideas

MISSION OF THE COLLEGE OF HEALTH SCIENCES

To provide respected and recognized undergraduate and graduate programs specializing in life sciences and health promotion preparing graduates to continue in health-related education programs.

Cleveland University-Kansas City Occupational Therapy Assistant Program

OTA Program Mission Statement

Our mission is to provide exceptional quality academic and clinical education to develop compassionate and resourceful practitioners who integrate skills centered on the whole person to facilitate participation in everyday living.

OTA Program Vision Statement

To develop innovative, compassionate leaders as occupational therapy practitioners.

Philosophy

People are dynamic, complex and ever changing. As occupational therapy practitioners, we assess and analyze people based on their physical, social and contextual characteristics. We explore how each person interacts with their environment and how well they are able to perform the occupations that are meaningful and purposeful to their daily lives. Knowing how each of these components (person, environment, and occupation) interact with each other for an individual allows the occupational therapy practitioner to assess one's satisfaction with occupational performance. The OTA program utilizes a developmental philosophy in the approach to teaching about the person. Coursework is set up to address occupations across the lifespan, starting from children and moving through older adults. Additionally, the program philosophy utilizes development with learning when approaching the education of students through the occupational therapy process. The Person-Environment-Occupation-Performance (PEOP) Model and the Model of Human Occupation (MOHO) provide frameworks for the student to begin the process of analyzing the components of an individual, group, or population and the interactions of each component to explore and create intervention for those they serve.

Each practice model, while having their own nuances, allows students to explore occupational performance in parts and as a whole. By using these models, students are able to utilize these ideas throughout the program. It allows for context when learning and applying the Occupational Therapy Practice Framework (OTPF), creating occupational profiles, and developing intervention. The OTA faculty believe in educating students to become innovative, forward-thinking, flexible practitioners who are ready to help meet society's healthcare needs. We believe that occupational performance is the main concern when approaching treatment interventions across the lifespan. The ideas presented in the adult learning theories, experiential learning theories, and through self-reflection, allow students to utilize their own experiences and contexts, utilize a hands-on approach to demonstrate competencies, and reflect on their learning process and how skills have improved.

The curriculum has three organizing threads that structure courses and learning experiences:

- Occupation is the central focus of the profession and a major determinant of health, wellness, and quality of life.
- Evidence-based practice guides sound clinical reasoning, advances the profession, and encourages lifelong learning.
- Professional behavior and development strengthen one's identity within the profession and allows for skill building within occupational therapy.

These threads are found throughout the course curriculum. At the beginning of the program a foundation is laid introducing all three threads and what each means to the profession. Through practice, application, and self-reflection, students are able to implement each of these threads into their practice as occupational therapy assistants. Students are assessed in coursework with Observed Structural Clinical Examinations (OSCE) in order to assess their use of occupation-based interventions as well as their application of evidence-based practice. Professional behavior is assessed in the OSCE as well as at the end of each trimester during a scheduled supervision meeting with OTA faculty.

Curriculum

All general education course work must be completed prior to enrollment in the OTA coursework. BIOL 250, BIOL 251 and HSCI 102 need a grade of a “B” or better. All other course work must be completed with a “C” or better. The OTA professional courses must be completed in sequence and within 24 months of starting the professional phase of the OTA program (150% of the program’s length). Students must complete all OTA professional courses with a grade of C or better.

Credit/Contact Hour Distribution

	Course ID	Course Title	Total credit hours
Term 1			
Module 1	BIOL 250	Anatomy & Physiology I	4
	ENGL 101	English Composition I	3
Module 2	BIOL 251	Anatomy & Physiology II	4
	MATH 115	Math for Natural Sciences	3
			14
Term 2			
Module 1	SPCH 101	Speech	3
Module 2	HISC 102	Health Science Terminology	1
	PSYC 110	General Psychology	3
	COMM 201	Communication and Diversity	3
			10
Term 3			
Module 1	OTHA 110	Principles of OT	2
	OTHA 115	Human Movement for OT	4
Module 2	OTHA 120	Analysis of Performance	4
	OTHA 130	Occupations Across the Lifespan	2
			12
Term 4			
Module 1	OTHA 150	Children and Youth	4
	OTHA 160	Level I FW - I	2
Module 2	OTHA 170	Rehabilitation and Disability	4
	OTHA 180	Level I FW - II	2
			12
Term 5			
Module 1	OTHA 210	Mental Health	4
	OTHA 220	Level I FW - III	2
Module 2	OTHA 230	Practicum	3
	OTHA 240	Healthcare Management in OT	3
			12
Term 6			
Module 1	OTHA 250	Level II FW - I	6
Module 2	OTHA 260	Level II FW - II	6
	OTHA 280	OT Seminar	1
			13
			73

Transfer Students- A.A.S. in Occupational Therapy Assistant

Cleveland University-Kansas City's Occupational Therapy Assistant program does not accept transfer credit of core Occupational Therapy Assistant courses from any institution. General education courses may be accepted for transfer in compliance with "Students with Advanced Standing/Transfer Credits" policy in the University Catalog.

Student Learning Outcomes

The Occupational Therapy Assistant Program's goals are consistent with the accreditation standards. By the end of the program, the student will show competence in the following:

1. FOUNDATIONAL CONTENT

Utilize foundational content in order to develop and create client-centered interventions.

2. OT THEORY

Analyze relevant OT theoretical perspective in determining and developing intervention and shaping OT practice

3. BASIC TENETS

Implement the domains and processes of occupational therapy in order to understand the basic tenets of the profession.

4. OT PROCESS

Analyze their role in the OT process, in collaboration with the OT and based on available evidence

5. CONTEXT OF SERVICE DELIVERY, LEADERSHIP, AND MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES

Demonstrate an understanding of the context of service delivery, leadership, and management of OT services

6. SCHOLARSHIP

Differentiate and interpret the use of scholarly articles in evidence-based practice.

7. PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES

Apply and justify professional ethics, values and responsibility within OT practice.

Graduation Requirements - A.A.S. in Occupational Therapy Assistant

In order to graduate in good standing, the student must:

- Complete the program of study, including both required Level II fieldwork, within 24 months of starting the OTA core coursework.
- Complete all OTA courses with a grade of C or higher.
- Complete both Level II fieldwork with at least 70 points or higher on the AOTA fieldwork performance evaluation (FWPE) with no score of 2 at final for the Fundamentals of Practice section of the FWPE.
- Recommendation for graduation by the A.A.S. in Occupational Therapy Assistant faculty.
- Resolve all outstanding financial obligations to Cleveland University-Kansas City.
- Complete exit interview.

NOTE: "Students must complete Level II fieldwork within 8 months following completion of the didactic portion of the program."

Academic Policies and Procedures

Nondiscrimination Policy

Cleveland University-Kansas City and the Occupational Therapy Assistant program are committed to equal opportunity and nondiscrimination in all programs and services, and do not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, sexual orientation, marital status, disability, or veteran status.

Tuition and Fees

Cleveland University-Kansas City provides up-to-date [information about tuition and fees](#). The University Catalog clearly indicates that *“The University reserves the right to alter tuition or fees and the regulations governing as deemed necessary and without notice.”*

Academic Calendar

The OTA program follows the [academic calendar](#) of Cleveland University-Kansas City.

Professional Behavior Standards

The OTA program holds professional behavior in high regard. In order to prepare students for practice, the program will utilize a professional behavior self-assessment. Students will take this self-assessment multiple times throughout their program and will meet with OTA faculty to discuss their progress with professional behaviors. The following behaviors will be addressed in the self-assessment:

- Dependability
- Professional presentation
- Initiative
- Empathy
- Cooperation
- Organization
- Clinical reasoning
- Supervisory process
- Verbal communication
- Written communication

Students are expected to exhibit professional behavior at all times. Behaviors not aligned with the OTA program include the following but are not limited to:

- Any form of academic misconduct including cheating, and/or dishonesty
- Breaching confidentiality
- Exhibiting behaviors that could be regarded as harassment
- Plagiarism
- Misrepresentation of any work submitted for evaluation

Violation of professional behavior standards may result in disciplinary action at the discretion of the OTA faculty and OTA Program Director.

Dress Code and Professional Appearance Standards

The Occupational Therapy Assistant program is a professional program and students are expected to present themselves in a neat, clean, and professional manner at all times. The OTA program maintains a firm dress code with regard to classroom/lab and fieldwork/clinical situations including fieldtrips, observations, presentations, and Level I and Level II fieldwork. Professional appearance required in the above identified settings should be observed: conventional hair color/style and conservative use of jewelry and make-up.

The following are general guidelines for professional dress and appearance:

Student ID badge

Students will receive an ID badge from the University. Student ID badges should be worn at all times in plain view at chest level at chest level while in the community representing CUKC.

Footwear

Closed toe, closed heel shoes with nonskid soles, no heels

Clothing should be business casual attire, khaki pants, black, gray, or navy blue scrub bottoms with the OTA program issued polo shirt.

No athletic wear, shorts, leggings, or jeans

No t-shirts, low-cut shirts/blouses, or tank tops/spaghetti straps

No revealing clothing or visible undergarments

No scarves or other flowing clothing

Jewelry/Body art

No more than two studded earrings per ear, no dangling/hoop earrings

No exposed tattoos or facial/body piercings

Other

Natural occurring hair color

Long hair tied/pulled back away from face

Facial hair neat/trimmed

No artificial or acrylic nails, nails cleaned cut to appropriate length, no nail polish

Conservative makeup

Students are representatives of CUKC and the OTA program, the fieldwork site, and the occupational therapy profession, as well as themselves to patient/clients, family members, other professionals, and potential employers. Thus, students will be responsible for adhering to the professional appearance standards and dress code set by the Program and FW sites.

Fieldwork specific dress code information can be located in the OTA Program Fieldwork Manual. Failure to comply with the dress code may result in being sent home from class/lab, or fieldwork. Time missed will contribute to the Attendance Policy and will result in disciplinary action at the discretion of the AFWC and/or the Program Director.

Information Exchange and Communication

The student's assigned CUKC email address will be the primary mode of formal communication between the University and/or Program and the student. Students are required to read and respond to emails within 72 hours of receipt. The student is considered notified when the University or Program official has received receipt of delivery to the student's CUKC email.

Technical Standards

All students are required to meet and maintain Technical Standards of the OTA program. Students must demonstrate the ability to deliver occupational therapy services in a safe and effective manner under the supervision of the Occupational Therapist/Occupational Therapy Assistant. All students must meet the technical standards for admission or participation in the OTA program with or without reasonable accommodation. The technical standards outlined below are necessary skills and behaviors for successful completion of this program. It is the student's responsibility to disclose any limitations that might interfere with his/her meeting these standards.

Cognitive Functions

- Ability to effectively attend to multiple tasks, personal, and/or group interaction to include ability to selectively focus, utilizing divided and alternating attention in a quick, safe manner.
- Ability to organize concepts, schedule, materials, and work space.
- Ability to engage in decision-making and problem-solving for use in clinical reasoning and safe practice.

Written and Verbal Communication

- Ability to use English in both written and spoken language for effective communication with individuals in all health care professions, patients/clients, family members and care providers.

Strength

- Adequate body strength and endurance to sustain work level on a full-time basis, while performing intermittent moderate to heavy work levels (lifting of 10+ lbs. above shoulder level; lifting, pushing, pulling 50+ lbs., handling therapy equipment).
- Ability to assist a person to move to different positions and surfaces.

Coordination

- Ability to use fine skilled movements, such as finger dexterity and eye-hand coordination, for effective use of tools, splint fabrication, dressing, personal hygiene, grooming, cooking and written communication skills.

Sensory

- Visual acuity (with correction, as needed) for close observation of one or more persons at a 10-foot distance, and closely monitor facial expressions, skin coloration, muscular tension, and detailed workmanship.
- Auditory acuity (with correction, as needed) to comprehend one or more persons engaged in conversation, and to hear monitoring, communication and safety devices, and signals.
- Spatial reasoning abilities sufficient to plan and implement modifications of tools, materials and the environment, and to observe human movement.
- Tactile ability to feel vibrations, detect temperature, feel differences in surface characteristics, feel differences in sizes and shapes, and detect environmental temperature. Ability to detect odors from patient, smoke, gases or noxious smells.

Professional Behaviors and Work Ethic

- Capacity to use effective work ethic skills to include attendance, punctuality, positive work attitude, respect, cooperation, teamwork, professional manners, productivity appropriate to course and job role requirements.
- Capacity to work with persons with diverse backgrounds.

Emotional Stability and Coping Skills

- Ability to effectively adapt and handle fluctuations in personal, emotional, and physical stress levels, including the ability to maintain composure in moderate to high levels of stress in emergency situations.

Classroom Guidelines

1. Accommodation-- Persons with disabilities are eligible for admission as long as they can carry out the classroom, laboratory, and fieldwork assignments, patient/client intake, assessment and techniques, or the equivalent; pass written, oral and practical examinations and meet all of the requirements of the University. It is the student's responsibility to disclose any limitations that might interfere with his/her meeting these standards.

Cleveland University-Kansas City will make reasonable accommodations for disabilities. Applicants and students are welcome to discuss any disabilities that they believe will hinder their completion of the curriculum. To access disability services or accommodations, students must initiate a request for service and complete the eligibility determination process. This process is to be initiated with Megan Kissel in the [Academic Support and Testing Center](#).

2. Attendance—Every student is expected to arrive to class on time, attend all class sessions, fieldwork outings, and other scheduled activities. If a student is absent from a scheduled meeting or activity, it is his/her responsibility to contact the instructor as early as possible.

Course credit will be given only if the student is present at least 90 percent of the time and completes all course requirements. Should absences exceed 10 percent (10%) of scheduled class time, the student will be dismissed from the course with a grade of “XF”. In cases where a student is awarded an “XF” due to absences resulting from extenuating circumstances, a written appeal may be submitted to the Program Director and must follow the grievance and appeals policy outlined in the program handbook. If a student has missed more than 20 percent (20%) of scheduled class time, the student will not be allowed to complete the appeals process. The student will be dismissed from the course and will need to follow the Program Dismissal policy for options of readmission.

Tardiness disturbs both the instructor and other members of the class, and as such is inconsiderate. If tardiness becomes an issue, the student will be asked to meet with the faculty to determine ways of supporting the student’s success.

3. Assignments/Exams—To become proficient in skills required of an occupational therapy assistant, it is expected that the student takes ownership of meeting deadlines and takes initiative to ensure all assignments are turned into the instructor at the designated time. Make-up examinations will be administered only in approved situations. Students are responsible for communicating with their instructor if assignment deadlines or exams are not met by their scheduled date.

Assignments will be accepted up to 7 calendar days beyond the original due date with a 20% reduction of the total point value. If the assignment has not been received after 7 calendar days, a 0% will be recorded. At the instructor’s discretion, the point reduction may be waived in the event of extenuating and documented circumstances.

4. All assignments and grades are posted in the Canvas course page. If there are questions regarding the use of Canvas, one’s assignment or grade, the course instructor is to be contacted. Unless otherwise specified, students are to turn all assignments in electronically in the Canvas course.

5. Cell phones are to be turned off and put away during class time.

6. As professionals, written communicate is important. As such, the OTA students is expected to convey ideas clearly and concisely, using correct grammar and correct punctuation in all writing submissions. The student is also expected to use APA formatting in all formal writing assignments unless otherwise specified. The CUKC library has APA manuals available for check-out as well as [online resources](#).

7. Plagiarism and cheating are forbidden and students who do so may result in disciplinary action.

8. The student is expected to assist in keeping the OTA lab space neat and clean. This includes cleaning up after oneself if there is food in the lab. All materials, supplies, and equipment needs to be sanitized and put away after use.

9. Professional conduct and dress is expected for formal class presentations, when there are visits by guest lecturers, and for fieldtrips/outings. This may include the CUKC OTA polo, or a professional looking shirt, khaki pants or slacks, and closed-toe and rubber-soled shoes. Students may wear clinic dress during typical days. There may be some movement lab sessions that require the student to wear sweatshirts and tank tops, instructors will inform students when this type of clothing is needed. Please refer back to the program dress code in the OTA Student Handbook if there are questions.

10. In case of inclement weather, student can follow the inclement weather policy in the OTA student Handbook.

Program Standard Procedures

The following sections relate to standard procedures in the OTA program that should be followed at all times.

HIPAA and Confidentiality

Each student is responsible for maintaining the confidentiality of all individuals encountered during academic and fieldwork educational activities in accordance with the Health Insurance Privacy and Portability Act (HIPAA). For assignments, reports, notes, etc., identifying information cannot be present and must be removed. Students will adhere to HIPAA guidelines when speaking about patients at all times.

Equipment and supplies

The equipment and supplies of the OTA program (and University) are to be used in a safe and respectful manner. Students who have questions or concerns related to specific equipment and supplies should request assistance from an OTA faculty member. Additionally, students should report equipment/supplies that are not working properly or appear to be damaged. All equipment and supplies are to be stored properly after use.

Lab safety

During lab activities, students can expect to work with classmates and/or instructors to develop and practice skills. Students should dress in comfortable clothes that will allow for ease of movement to and from different surfaces and in multiple positions. Good body mechanics will be reinforced throughout the curriculum in order to prevent injury and ensure safety.

Infection Control

Standard precautions should be followed at all times. Hand hygiene before and after contact with a person, immediately after contact with blood, body fluids, open wounds, mucous membranes, or contaminated items, immediately after removing gloves, cleaning up spills that may include blood or body fluids, before eating, after using the restroom, and after coughing or sneezing into a tissue. Appropriate personal protective equipment (i.e. mask, gown, gloves, etc.) must be worn if there is a potential or splash or exposure to body fluids. Gloves are to be changed before and after each contact with an individual.

Emergency/evacuation procedures

In cases of emergency necessitating evacuation of the building, students will exit and report to the parking lot just south of the main campus (student/staff parking). Students are expected to follow the emergency/evacuation procedures for assigned FW sites.

Inclement Weather Policy

Inclement weather may result in hazardous road conditions. As a result, each student should make safety their first priority and use their own judgment in reaching the University and/ or their assigned fieldwork site.

Cleveland University-Kansas City participates with approximately 90 school districts throughout the Kansas City metropolitan area in a cooperative venture to make public announcements regarding emergency school closing, usually due to weather conditions.

Students may enroll and receive campus alerts by text or email through the ["CU Alerts" system](#).

If the University is closed due to weather conditions, Occupational Therapy Assistant students will not attend classes on campus for the duration of the campus closing.

- Time missed due to official campus closings will not contribute to the Attendance policy.
- Class make-up day(s) may be scheduled at the discretion of the instructor.
- Scheduled class make-up day(s) will be subject to the Attendance policy in the same manner as a regularly scheduled class period.

- Any time an Occupational Therapy Assistant student misses a fieldwork day, the student must inform their Fieldwork Educator/Fieldwork Instructor they will not be in attendance. Contact must be made prior to the start of their scheduled fieldwork shift.

Students assigned to an internship, preceptorship, or clinical rotation located off the Cleveland University Kansas City campus, students are expected to attend the clinic unless notified by the clinical coordinator or clinical supervisor that the clinic is closed.

PROCEDURE:

- In the case that the external clinic location is closed, the student will not be required to attend.
- In the case that the CUKC clinical instructor assigned to the site to directly supervise the student is not available, the CUKC clinical instructor will notify the student.
- Program Directors in collaboration with the VPAA can determine the student is not required to attend the clinic in the case of extreme weather or a natural disaster such as tornado or flooding.

Background Check Policy

The Joint Commission (TJC) has implemented requirements for criminal background checks. Standard HR.1.20 for staff, students and volunteers who work in the same capacity as staff who provide care, treatment, and services at EP 5 states criminal background checks are verified when required by law and regulation and organization policy. (www.jointcommission.org)

State and/or federal laws through designated agencies regulate health professions. Each agency sets the specific requirements for granting licensure or certification to practice as a healthcare provider. Most agencies have restrictions on eligibility to sit for credentialing examinations and granting licensure or certification to an individual with a criminal record.

In compliance with the terms of fieldwork site affiliation agreements, students will be subject to a variety of background checks prior to entering the fieldwork education phase and throughout the duration of the program. Background checks may include, but are not limited to: state and/or federal criminal background checks, [Family Care Safety Registry](#), Employee Disqualification Lists, Sex Offender Registries, US Department of Health and Human Services database, and the Offices of Inspector General's database. Background checks need to be completed prior to starting OTA coursework. The CUKC OTA program covers the cost of the background check.

It is at the discretion of each affiliated facility to implement individual standards and requirements regarding student admittance for educational purposes. The program cannot and does not guarantee student acceptance at a fieldwork education site as fieldwork affiliates retain the right to refuse placement of, or dismiss a student from their facility. If a student is denied acceptance or dismissed from a fieldwork facility based on their background status the student will fail the fieldwork course, be dismissed from the program, and become ineligible for re-entry to the program.

It is the responsibility of the student to immediately report any changes to the status of their criminal background history to the Occupational Therapy Assistant Program Director. Convictions or failure to notify CUKC's Occupational Therapy Assistant Program Director of convictions occurring during program enrollment may result in dismissal from the program. The program and the University will not modify the curriculum for students who have an unsatisfactory criminal background status.

Drug Screening Policy

Upon contingent acceptance to the Occupational Therapy Assistant program, a drug screen will be required at a place designated by the CUKC Occupational Therapy Assistant program. A positive drug screen documenting illegal drug use will result in retraction of contingent acceptance. Occupational Therapy Assistant students are subject to drug screenings at any time throughout the duration

of the program per the request of fieldwork affiliates or authorized Cleveland University-Kansas City representatives. Failure to cooperate, tampering with the test or process, and/ or a positive drug screen documenting illegal drug use will result in program dismissal. The CUKC OTA program covers the cost of the drug screen.

Health Status

Due to the nature of the coursework and fieldwork content, sufficient physical strength is required for lifting and moving people and handling therapy equipment in a variety of settings. As such, students will be required to submit proof of a physical examination completed by an authorized individual prior to starting the OTA program. Additionally, students will submit required proof of current immunization. The responsibility for maintaining current health testing and immunizations throughout the OTA program, including costs, are the responsibility of the student.

Students are also required to have a two-step tuberculosis (TB) skin test. This test is required annually at the student's expense. In the event the test is positive, a documented negative chest X-ray may be required at the expense of the student.

Immunization Policy

Cleveland University-Kansas City's A.A.S. programs follow the CDC Healthcare Personnel Vaccination Recommendations. Students must have on file current, official documentation of vaccination or immunity for: tetanus- diphtheria-acellular pertussis, measles, mumps, rubella, varicella, hepatitis B, influenza and COVID- 19.

All students will be asked if they wish to voluntarily declare COVID-19 vaccination status. Students that voluntarily declare they are vaccinated for COVID-19, must provide supporting documentation to be considered for clinical placement at sites requiring COVID-19 vaccination. Students that voluntarily decline to declare COVID-19 vaccination status, or declining to be vaccinated for COVID-19, will not be eligible for placement at, or will be removed from, clinical education sites requiring COVID-19 vaccination.

Failure to do so constitutes non-compliance and failure to meet and/or maintain CUKC OTA Fieldwork Education eligibility requirements. Students failing to maintain compliance will not enter and/or will be removed from Fieldwork Education until compliance is met. Time missed due to immunization non-compliance will follow the Attendance policy detailed in the program handbook. All required immunizations or testing to maintain compliance is at the student's expense. CUKC affiliates with third-party healthcare institutions to facilitate my fieldwork education while in the program. All of these institutions require CUKC to comply with this policy and maintain documentation as such.

CPR Certification

Basic Life Support (BLS) for Healthcare Provider Certification is required for all Occupational Therapy Assistant students. This certification must be from the American Heart Association (AHA). Proof of current BLS for Healthcare Provider certification must be provided and must remain current throughout the duration of the program. Allowing CPR certification to lapse during the program will result in being removed from fieldwork education. Time missed due to CPR Certification non-compliance will follow the Attendance policy detailed in the program handbook. The CUKC OTA program will provide a scheduled time for students to complete CPR training on campus once a trimester. The OTA program will cover the cost for current students.

Health Insurance

It is recommended, but not required, that students maintain health insurance while enrolled in the program since students will be in contact with patients/clients at various facilities for the purpose of fieldwork education. The student is completely responsible for personal medical costs incurred while enrolled in the program. Some FW sites may require health insurance be maintained while at the site.

Academic Expectations and Standing

The OTA program curriculum is designed to be completed within 16 months, including fieldwork courses. Withdrawing and/or not earning a passing grade from a course will impact ability to complete the OTA program within the specified timeframe. The curriculum must be completed within 24 months of the first date of matriculation into the OTA program.

Students must complete the curriculum sequentially and will not be allowed to take courses out of sequence. Each course is a prerequisite for the following course, beginning with the first OTA course. Successful completion of a course within a given module (i.e. earning a grade of “C” or better) is required to enroll in the subsequent module. **Students earning less than a “C” (<75%) will fail the course and will not be allowed to progress to the subsequent courses. Students must re-take the failed course once upon the next scheduled offering.**

Students will be placed on *Academic Probation* at midterm for failing to maintain a grade of “C” or better in a course and necessary advising and actions will follow. Students will be in *Good Academic Standing* at the end of the course when the student earns a grade of “C” or better in that course.

Grading Scale

The below grading scale applies to all courses in the OTA program:

A 90 – 100%

B 80 – 89.9%

C 75 – 79.9%

D 70 – 74.9%

F < 70%

There is a “no rounding” policy with grades (e.g. 80.7%= 80% on the program grading scale).

Student Advisement

Student success in the OTA program is paramount and is supported by strong faculty-student communication. Each OTA student schedules and meets with the OTA full-time faculty once per trimester. The OTA full-time faculty advise OTA students and are accessible and act as a resource for students, assisting with questions or problems related to academic progression, professionalism, issues related to the program, or personal concerns affecting academic progression/success. Students are always encouraged to schedule additional appointments as needed.

The academic fieldwork coordinator (AFWC) provides orientation and education for the program. The AFWC may reach out to other OTA faculty when advising students on fieldwork related situations.

Program Dismissal

A student may be dismissed from the OTA program for any of the following reasons, but not limited to:

- a. Earning a grade less than “C”, “XF” or “W” or any combination in two (2) OTA courses
- b. Academic misconduct/dishonesty
- c. Unethical behavior(s)

It will be at the discretion of the Program Director, whether the student will be eligible to reapply to the program. The Program Director in collaboration with program faculty will determine at the time of dismissal any contingencies for readmission to the program.

Course/Program Withdrawal

Students wishing to withdraw from a course should refer directly to the University Catalog for details.

Occasionally various circumstances may lead a student to consider whether continuing in the program is in his or her best interest. If a student wishes to withdraw from the program, the student must follow the below steps:

1. Inform the class advisor of the intent to withdraw from the program.
2. Provide written notice to the Program Director stating that he or she is withdrawing from the program.
3. Follow policy and procedure from withdrawing from the College of Health Sciences, as outlined in the University Catalog.

Complaints and Informal Resolution

The University strives to provide high quality educational experiences to students. As such, students who have a concern or issue are encouraged to file a complaint in accordance with complaint policy and procedure found in the University Catalog.

Students who have a complaint should seek first to resolve the concern/issue with the involved parties through informal means (i.e. communication and/or meeting). If the complaint cannot be resolved to the mutual satisfaction of the involved parties, the student can seek to begin a formal grievance and appeals process.

Grievances and Appeals Policy

The program grants a student the ability to file grievances and appeals for program specific issues regarding, but not limited to, any violation, misinterpretation, or inequitable application of any existing policy, procedure, or regulation. The steps below must be followed for all appeals:

1. The student must first attempt to informally resolve the issue with the party or parties involved within five (5) business days of the occurrence.
2. If the occurrence cannot be resolved informally with the party or parties involved, the student may submit a written statement to the Program Director within ten (10) business days of the occurrence to include at minimum:
 - (1) details of the nature of the grievance/appeal, to include what is being appealed, parties involved, and the specific University or Program policy, procedure(s), rules, and/or regulation (including policy title, publication, and page number) the appeal is based upon. Attach any documents in support of the grievance/appeal.
 - (2) desired resolution.
3. Within five (5) business days of receiving written statement, the Program Director, with input and consultation from faculty and other program or university staff, will provide a written response to the student to include a decision regarding the grievance/appeal.
4. If the student wishes to appeal the decision rendered by the Program Director, the student must submit a written appeal to the Dean of the College of Health Sciences within three (3) business days of receiving the decision from the Program Director. The final decision of the Dean of CHS will be made within five (5) business days of receiving the appeal.

Fieldwork Experiences Overview

Fieldwork (FW) is a critical component of the Occupational Therapy Assistant curriculum and represents the hands-on portion of the program. The fieldwork curriculum will expose students to a range of practice settings and people in order to help prepare the graduate to be a generalist. Fieldwork experiences in the Occupational Therapy Assistant program consists of Level I and Level II Fieldwork.

Students are responsible for all costs associated with fieldwork, which can include transportation, relocation, uniforms, etc.

Students can expect to travel both within and outside of the Greater Kansas City metropolitan area. All Level I Fieldwork and Level II Fieldwork will occur in the continental United States.

Fieldwork placement is entirely determined by the Academic Fieldwork Coordinator and Program Director and is based on where the student can receive the best and most appropriate experience. The AFWC insures that students have experiences with individuals and/or groups with a variety of occupational performance needs requiring skilled occupational therapy, across the lifespan, in a variety of practice settings, and experiencing both traditional and emerging roles.

Level I Fieldwork

As stated in the Accreditation Council for Occupational Therapy Education (ACOTE) Standards:

“The goal of Fieldwork Level I is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients.”

See more at: <http://www.aota.org/Education-Careers/Fieldwork/Level1.aspx>

Level I Fieldwork may not substitute for Level II Fieldwork.

Level I Fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and includes mechanisms for formal evaluation of student performance. The Level I Fieldwork must be met through a combination of the following instructional methods and include mechanisms for formal evaluation of student performance. Examples of types of instructional methods are simulation, standardized patients, faculty practice, faculty-led site visits, consumer instruction, and/or supervision by a fieldwork educator in a practice environment.

Prior to Level I Fieldwork, the Academic Fieldwork Coordinator communicates with each fieldwork educator to review the OTA curriculum and fieldwork program design. Objectives for Level I Fieldwork are developed collaboratively with the AFWC, course instructors, and Fieldwork Educator (FWE). Level I Fieldwork objectives may be course and site specific and will be provided to the site and student before the beginning of each Level I Fieldwork.

While on Level I Fieldwork students are expected to observe and interact with individuals and groups. Student will be expected to complete assignments from courses and the site. The amount and type of student involvement with direct patient/client care is at the discretion of the Fieldwork Educator and AFWC.

The fieldwork curriculum is integrated with the academic/didactic curriculum. Level I Fieldwork courses are paired with on campus, practice-specific courses in order to facilitate greater acquisition and development of knowledge and skills. There are three Level I Fieldwork courses in the program (Semester 2 and 3), each includes a combination of classroom preparation and reflection as well as off campus experiences at fieldwork sites. There may be additional opportunities outside Level I Fieldwork courses that may contribute to meeting course and program objectives.

To ensure that students identify psychological and social factors in all fieldwork settings, The AFWC assigns reflections during each experience that will be shared through course activity.

Assigned student supervisor(s) on Level I Fieldwork may include but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, physical therapists, program directors, etc. Initially, supervision is direct and progresses to less direct with increasing independence, as appropriate. A maximum of three students will be assigned to one supervisor, and each student will be directly supervised by no more than two individuals. Prior to the start of each fieldwork, the AFWC verifies that appropriate supervision will be provided.

Fieldwork course grades will be assigned by the Academic Fieldwork Coordinator. Fieldwork educators and/or students will be responsible for submitting the evaluation forms to the AFWC within one week of completion of the Level I Fieldwork. The evaluation process includes feedback on a student's performance on meeting the course objectives from the course instructor, Fieldwork Educator, and AFWC. Students will have opportunities to evaluate and provide feedback for each Level I Fieldwork experience. At the four-week, or midpoint, of each experience, the AFWC will communicate with the student and supervisor to assess progress and address any concerns that may have arisen.

Level II Fieldwork

As stated in the Accreditation Council for Occupational Therapy Education (ACOTE) Standards:

"The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings."

See more at: <http://www.aota.org/Education-Careers/Fieldwork/LevelII.aspx>

Level II Fieldwork comprises two, 8-week, full-time experiences. Level II Fieldwork occurs after students have successfully completed all prior didactic courses, including Level I Fieldwork courses

NOTE: "Students must complete Level II Fieldwork within 8 months following completion of the didactic portion of the program."

Prior to Level II Fieldwork, the Academic Fieldwork Coordinator communicates with each fieldwork educator to review the OTA curriculum and fieldwork program design. Objectives for Level II Fieldwork are developed collaboratively with the AFWC, and fieldwork educator. Level II Fieldwork objectives may be course and site specific and will be provided to the site and student before the beginning of each Level II Fieldwork. They will include objectives focused on clinical reasoning, ethical practice and professional behavior, specific to each Level II experience.

Students will be supervised directly by licensed occupational therapists and/or certified occupational therapy assistants who have at least one year of practice experience subsequent to certification and have had adequate preparation to supervise. Other professionals may be involved in the supervisory process, but only assigned supervisor(s) will conduct formal evaluation of the student. A maximum

of two students will be assigned to each supervisor; no more than two supervisors will directly supervise each student. Prior to final assignment of each Level II experience, the AFWC verifies that appropriate supervision will be provided.

If students are placed at sites without occupational therapy services, CUKC OTA faculty will provide eight hours or more of supervision per week. Students will have a designated, on-site supervisor when OT supervisor is off-site. A faculty FW supervisor must also be an OTR or OTA supervised by an OTR, currently certified, and with at least three years of professional OT experience. That individual will be available via phone, email, or in person, during all work hours.

Students will be evaluated at midterm and the end of each Level II Fieldwork by fieldwork educators using the AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Assistant Student form. This form will be provided to the fieldwork educator by the AFWC.

The AFWC will be in consistent communication with the student and fieldwork educator for the duration of each experience, and specifically at the four-week (midpoint) mark to assess progress and address any concerns that may have arisen. In addition, the AFWC will visit each student at the fieldwork site at least one time during the Level II fieldwork experience. Students will also complete a weekly review/reflection and share electronically via Joule; questions specific to application of clinical reasoning skills, ethical practice, and development of professional behavior will be included.

Level II Fieldwork course grades will be assigned by the AFWC. Fieldwork educators will be responsible for submitting the FWPE to the AFWC within one week of completion of the Level II Fieldwork. Students will have opportunities to evaluate and provide feedback for each Level II Fieldwork experience, both at midterm and end of experience, via the AOTA Student Evaluation of Fieldwork Experience.

Fieldwork policies and procedures can be located in the OTA Program Fieldwork Manual.