



Cleveland University

KANSAS CITY

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Chiropractic and Health Sciences

## Occupational Therapy Assistant Student Handbook

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## Prelude

Cleveland University-Kansas City's Occupational Therapy Assistant 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/ Fieldwork 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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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 five 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. Rachel enjoys singing with the Kansas City Women's Chorus and spending time with her animals.

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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 have worked in acute care, geriatric, pediatric, and rehabilitation settings. While working, she supervised fieldwork students, which piqued her interest in OTA education. She has five years' experience in OTA education: first as an instructor primarily in geriatric and rehabilitation practice courses, and four years' experience serving as staff as an academic fieldwork coordinator. When not working, she enjoys spending time with family and friends, my dog, and watching football, baseball, soccer and some college basketball.

## Accreditation

The Occupational Therapy Program (OTA) at Cleveland University-Kansas City has been granted **Candidacy Status** by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD, 20814-3449. The phone number for ACOTE is (301) 652-AOTA (2682), and the Web address is [www.acoteonline.org](http://www.acoteonline.org).

The OTA Program must be accredited by ACOTE in order for graduates to sit for the National Board for Certification in Occupational Therapy (NBCOT) Examination for the Occupational Therapy Assistant. The target dates for the remaining steps leading to accreditation for the OTA Program are listed below. These dates are subject to change.

ACOTE will notify the program of final decision on accreditation December 2019, prior to the anticipated graduation of the first OTA class.

Initial report of Self-Study due:	July 1, 2018
ACOTE Initial Review Decision:	December 2018
Initial Onsite Evaluation	October 2019
ACOTE Accreditation Decision:	December 2019

After successful completion of the NBCOT 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.

# Cleveland University-Kansas City Occupational Therapy Assistant Program

## Mission

The mission of the A.A.S. Occupational Therapy Assistant Program at Cleveland University-Kansas City is to provide exceptional quality academic education and embedded fieldwork experiences that prepare future practitioners with the necessary knowledge and skills to support people to live fulfilling lives.

## Vision

To be a premier academic program providing excellent education that produces competent graduates dedicated to meet the dynamic health care needs of the community.

## Philosophy

The central philosophy of the occupational therapy assistant program is that humans are capable of influencing their own health and well-being through active participation in meaningful occupations. Our philosophy encompasses certain fundamental beliefs outlined below.

- **Humans**
  - Are unique beings that possess worth
  - Are resilient and adapt to circumstances
  - Can influence their environment and be influenced by the environment
- **Health**
  - Exists on a continuum
  - Is more than absence of sickness or disease
  - Encompasses physical, mental, emotional, and psychosocial areas/aspects
- **Occupation**
  - Is central to the profession
  - Is complex and dynamic
  - Human performance involves interdependent interaction between the person, task or activity, and environment
  - Is a major determinant of health, wellness, and quality of life
- **Learning**
  - Is a lifelong dynamic process, shaped by previous experience and knowledge
  - Reflects a relatively permanent change in knowledge, skills, or behaviors
  - Each person has the inherent capacity to learn
  - Occurs through guided experiences and self-reflection

## Approach to Learning and Instruction

We believe in educating students to become innovative, forward-thinking, flexible practitioners who are ready to help meet society's healthcare needs. As occupational therapists/occupational therapy assistants, our main concern is occupations. That is, enabling participation in and facilitating greater performance in valued occupations. We envision our graduates to be well-prepared to apply the knowledge and skills to a variety of practice settings serving people across the lifespan. We are intentional in linking the teaching and learning process used by occupational therapists/occupational therapy assistants to the instruction we deliver to the students. We believe students learn best through active and guided experiences (Vygotsky, 1978) and when they practice with the opportunity to self-reflect upon the content and process (Kolb, 1984).

## Curriculum

The prerequisite credits (24) must be completed prior to admission to the OTA program. 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	Lecture	Lab	Clinic	Total contact hours	Total credit hours
<b>Semester 1</b>							
Module 1	OTHA 110	Principles of OT	32	0	0	32	2
	OTHA 120	Analysis of Performance	28	64	0	92	4
Module 2	OTHA 130	Occupations Across the Lifespan	32	0	0	32	2
	OTHA 140	Therapeutic Interventions	28	64	0	92	4
							<b>12</b>
<b>Semester 2</b>							
Module 1	OTHA 150	Children and Youth	32	56	0	88	4
	OTHA 160	Level I FW - I	4	0	80	84	2
Module 2	OTHA 170	Rehabilitation and Disability	32	56	0	88	4
	OTHA 180	Level I FW - II	4	0	80	84	2
							<b>12</b>
<b>Semester 3</b>							
Module 1	OTHA 210	Mental Health	32	56	0	88	4
	OTHA 220	Level I FW - III	4	0	80	84	2
Module 2	OTHA 230	Practicum	48	0	0	48	3
	OTHA 240	Healthcare Management in OT	48	0	0	48	3
							<b>12</b>
<b>Semester 4</b>							
Module 1	OTHA 250	Level II FW - I	0	0	320	320	7
Module 2	OTHA 260	Level II FW - II	0	0	320	320	7
	OTHA 280	OT Seminar	16	0	0	16	1
							<b>15</b>
<b>Total OTA professional credits</b>							<b>51</b>



## Program Goals and Student Learning Outcomes

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

1. Occupation is the central focus of the profession and a major determinant of health, wellness, and quality of life.
2. Practice is person-centered, guided by sound clinical reasoning and best scientific evidence available.
3. Professionalism and development of professional identity is an ongoing process.

The curricular threads reflect current thinking in occupational therapy and are consistent with the program's mission, "to provide exceptional *quality academic education with embedded fieldwork experiences (2)* that prepares future practitioners with the *necessary knowledge and skills (3) to support people to live fulfilling lives (1).*"

Student learning objectives and goals associated with each curricular thread are identified below:

### Occupation

- a. Realize occupational therapy's unique contribution to health, wellness, and quality of life
- b. Understand occupation and factors influencing occupational performance
- c. Use occupation therapeutically with people across the lifespan

### Practice

- a. Practice person-centered care
- b. Apply clinical reasoning to select and implement interventions to support participation in occupations
- c. Understand how to use evidence to support practice decisions

### Professionalism

- a. Articulate the philosophy, history, and values of occupational therapy including standards of practice, ethics, and domain/process and scope of occupational therapy
- b. Collaborate with occupational therapists and other team members to provide therapy services
- c. Demonstrate entry-level competency for current practice settings
- d. Understand professional development for continued growth beyond entry-level competence

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

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

## Professional Behavior Standards

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.**

## 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 workspace.

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.

## **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.

## **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.

### **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](http://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. Students are responsible for any associated fees.

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.

## 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, and influenza. 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 prior to the first day of OTA professional classes 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. Obtaining and maintaining CPR certification will be completed at the expense of the student.

## 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. Students are responsible for any associated fees.

## 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.

## 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).

## 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 semester (i.e. earning a grade of “C” or better) is required to enroll in the subsequent semester. **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.

## Student Advisement

Student success in the OTA program is paramount and is supported by strong faculty-student communication. Each OTA student cohort is assigned an academic advisor for the duration of the program. The academic advisor will be a faculty member of the OTA program who will be accessible and act as a resource for students, assisting with questions or problems related to academic progression, issues related to the program, or personal concerns affecting academic progression/success. The academic advisor will meet individually with each student at midterm and students are always encouraged to schedule additional appointments as needed.

## 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.

## Attendance Policy

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.

## Tardy Policy

Each student should make every attempt to get to class/ fieldwork on time, as tardiness is disruptive to the class/ fieldwork. An instructor may refuse to allow a tardy student to enter the classroom until a time that will not disrupt class activities. Tardiness will be recorded and applied to the Attendance policy.

- The minimum time recorded toward the Attendance policy will be one-half (0.5) hour. (ex. 6 minutes late, 0.5 hours recorded)
- Time after one-half (0.5) hour will be recorded to the next 15-minute increment. (ex. 37 minutes late, 0.75 hours recorded).
- At the instructor's discretion, students late to class may receive prorated points for participation, and lab activities.
- In the event a student arrives while a pop quiz is being administered, at the instructor's discretion they may or may not allow the student the remaining allotted time to complete the pop quiz.
- In the event a student arrives while a scheduled exam/ quiz is being administered, at the instructor's discretion may:
  - Allow the student to start the exam/quiz and will be given the remaining allotted time to complete the exam/quiz.
  - The student will be allowed to take the scheduled exam/quiz at a time designated by the instructor with a 10% reduction of the total point value.

## Class Absence/Tardy Procedure

In the event a student will be **absent, tardy, or leave early:**

- The student must notify the instructor prior to the start of the class period.
- Scheduled exams, quizzes, and homework due on the missed day will follow the Late Work Policy.
- Only students in attendance will receive points for pop quizzes, participation, and lab activities.
- Student must contact each instructor to obtain missed class material, homework, and due dates.
  - Homework assigned during an absence is due with the rest of the class.
- It is the student's responsibility to contact the instructor for a make-up time for any scheduled exams/quizzes that were missed.

## Late Work Policy

To move efficiently and successfully through Cleveland University-Kansas City's Occupational Therapy Assistant courses, it is important, and expected, that assignment due dates are met. It is expected that the student takes ownership of meeting deadlines and take initiative to ensure all assignments are turned into the instructor at the designated time and exams/ quizzes are taken when scheduled.

If a student fails to complete work when scheduled, the following penalty will be applied:

### Homework

Homework assignments will be accepted for 7 calendar days beyond the original due date with a 20% reduction of the total point value. Unless prior written arrangements have been made with the instructor, late homework will not be accepted beyond 7 calendar days of the original due date and a 0% will recorded for the assignment.

- At the instructor's discretion, the 20% reduction may be waived in the event of extenuating and documented circumstances.

### Scheduled Exams/Quizzes

A missed scheduled exam/quiz can be made-up, with a 10% reduction of total point value, if:

- The student requests a make-up time on the first day back in class, and
- The exam/quiz is taken at the make-up time approved by the instructor.

At the instructor’s discretion, the 10% reduction may be waived in the event of extenuating and documented circumstances. Failure to request a make-up time, or failure to take the exam/quiz at the approved make-up time will result in a 0% for the exam/quiz.

**Pop quizzes**

Pop quizzes cannot be made up.

**End of course project/papers**

Unless prior written arrangements have been made with the instructor, end of course project/papers will not be accepted late.

**Participation/Lab**

Only students in attendance will receive points for participation activities. At the instructor’s discretion, prorated points may be awarded for the student being present for a portion of an activity or lab.

**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.

Area news media that carry such public service announcements include the following:

<b>Radio</b>		<b>TV</b>
KCKC FM 102.1	KXTR AM 1660	KCTV-TV 5
KBEQ FM 104.3	KCSP AM 610	KSHB-TV 41
WDAF FM 106.5		WDAF-TV 4
KQRC FM 98.9		KMBC-TV 9
KUDL FM 98.1		
KYYS AM 1250		

Additionally, students may enroll and receive campus alerts by text or email through the “CU Alerts” system. Student may enroll in the alert system through the “CCC Emergency Alert Sign Up” link on the “Campus Life” tab of the University website.

- 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. Students taking fieldwork courses will be expected to follow the site’s policy/procedure for inclement weather.
- Time missed due to official campus closings will not contribute to the Attendance policy.
- Class and/or fieldwork make-up day(s) may be scheduled at the discretion of the instructor, Academic Fieldwork Coordinator (AFWC), or FW site.
- Scheduled class and/or fieldwork make-up day(s) will be subject to the Attendance policy in the same manner as a regularly scheduled class/fieldwork 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.



## 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 below steps 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.

## Tuition and Fees

Cleveland University-Kansas City provides up-to-date information about tuition and fees at <http://www.cleveland.edu/admissions/tuition-costs>. 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: <http://www.cleveland.edu/academic-calendar>

## 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.

## Accommodations

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.

## **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.

## **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**

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.

## 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 ensures 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/LevelI.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.**