



**OCCUPATIONAL THERAPY  
ASSISTANT PROGRAM  
STUDENT HANDBOOK**

2024-2025

Michael J. Grant Campus at Brentwood  
Crooked Hill Road, Brentwood New York

**SUFFOLK COUNTY COMMUNITY COLLEGE**  
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

VERIFICATION NOTICE

I have received a copy of the *Suffolk County Community College Occupational Therapy Assistant Program Student Handbook*. I have read and understood each policy and procedure presented in this handbook. I understand that I am accountable for complying with all requirements outlined therein.

My signature on this verification form indicates that I have read this handbook and that I understand my responsibilities as outlined in this document. *If I do not understand any policy or procedure in this handbook, I am required to personally seek explanations from Occupational Therapy Assistant Program faculty prior to signing this.*

I understand all policies and procedures related to student progression, Fieldwork and Laboratory exercises. I understand that completing Level I and Level II Fieldwork requirements are in addition to allotted and scheduled classroom Lecture/Laboratory time. Due to ACOTE guidelines and standards, we are unable to guarantee to accommodate for personal preference towards location.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Name (Print)

Return all necessary forms to:

Attn: Lisa E. Hubbs, MS, OTR/L, OTA Program Coordinator  
Suffolk County Community College, office MA 308

1001 Crooked Hill Rd.

Brentwood, NY 11717

631-851-6335 (Phone)

631-851-6854 (fax)

**Please return this signed form no later than August 30th.**



**AUTHORIZATION AND RELEASE FOR  
USE OF NAME, VOICE AND LIKENESS**

I, \_\_\_\_\_, hereby grant Suffolk County Community College ("the College") irrevocable permission to use my name, voice, quotes, image, visual likeness, portrait, and photograph in all forms and media (including, but not limited to, publications, websites, catalogs, brochures, books, magazines, photo exhibits, motion picture films, and/or videos) (collectively referred to as "Works") for the following purposes:

- 1) Teaching;
- 2) Admissions applications;
- 3) Professional journal and papers;
- 4) Institutional publicity and public relations;
- 5) Archival purposes; and
- 6) Any other purpose which the College deems fit in the interest of education, knowledge, research, marketing, advertising, or public relations.

I agree that all right and title and interest in and to all such Works and any reproductions or derivative work thereof shall be the exclusive property of Suffolk County Community College. I understand that the College may keep or may use the Works and derivative works now and in the future.

I further consent to the use of my biographical material in connection with such photographs or other portraits or likenesses of me.

I agree that the College does not owe me any compensation for the acts I have consented to in this agreement.

I hereby release Suffolk County Community College, its officers, directors, agents and employees from all liability or legal responsibility that may arise from the acts that I have authorized or consented to herein.

I have carefully read and understand the terms and conditions of this Authorization and Release, and agree to be bound by them.

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Printed Name/Email Address/

\_\_\_\_\_  
(Signature of legal guardian is needed if subject is under age 18)

\_\_\_\_\_  
Printed Name of Legal Guardian Date

**Central Registrar**  
533 College Road  
Selden, NY 11784-2899  
(631) 451-4011

**Ammerman Campus**  
533 College Road  
Selden, NY 11784-2899  
(631) 451-4110

**Michael J. Grant Campus**  
Crooked Hill Road  
Brentwood, NY 11717-1092  
(631) 851-6700

**Eastern Campus**  
121 Speonk-Riverhead Road  
Riverhead, NY 11901-3499  
(631) 548-2500

## STUDENT ESSENTIAL FUNCTIONS FOR ACADEMIC & FIELDWORK REQUIREMENTS

STUDENT NAME: \_\_\_\_\_

Candidates seeking enrollment into and completing the Occupational Therapy Assistant Program (Specific to courses with fieldwork: OTA101, OTA118, OTA201, OTA211, OTA212 and performance in OTA102, OTA121, OTA200, OTA202, OTA203 which do not have a fieldwork component) at Suffolk Community College MUST meet, perform, or learn to perform the safety and technical standards in the following areas: Observational-Communication, Sensory/Motor, Intellectual-Conceptual, Behavioral-Social skills attributes, and technological skills. Upon admission to the SCCC OTA Program and prior to fieldwork placements, all students must sign a form acknowledging that they have read and understand the essential functions described, and believe that they are capable of meeting these functions or state otherwise to OTA Program/Fieldwork Coordinator and SCCC Office of Student Disabilities.

I. OBSERVATION-COMMUNICATION: THE STUDENT MUST POSSESS AND DEMONSTRATE EFFECTIVE READING, COMMUNICATION (IN VERBAL, NON-VERBAL AND WRITTEN FASHION), AND OVERALL USE OF THE ENGLISH LANGUAGE. THIS INCLUDES APPROPRIATE USE OF GRAMMAR, TECHNICAL JARGON, AND SENTENCE SYNTAX. ADDITIONALLY, THE STUDENT MUST POSSESS THE SKILLS FOR THE FUNCTIONAL USE OF THE VISUAL, TOUCH, HEARING, AND SMELL SENSES, WHICH ARE ESSENTIAL FOR MAINTAINING PATIENT-CLIENT SAFETY, ASSESSMENT, AND INTERVENTION. EXAMPLES OF OBSERVATION-COMMUNICATION INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING:

- LISTENING TO HEART AND BREATH SOUNDS, AS IN TAKING BLOOD PRESSURE AND FEELING FOR HEART RATE/PULSE READINGS, FEELING FOR SKIN TEMPERATURE CHANGES, AND LISTENING DURING FUNCTIONAL COMMUNICATION.
- RESPONDING TO ALARMS, CALL BELLS, AND OTHER FACILITY SYSTEMS.
- SEEING AND VISUALIZING SIGNS OF DISTRESS/PAIN/ANXIETY VIA FACIAL EXPRESSIONS, SKIN COLOR CHANGES, AND OBSERVING THE QUALITY OF PATIENT PERFORMANCE DURING TREATMENT INTERVENTION SESSIONS.
- DOCUMENTING ALL APPROPRIATE TREATMENT AND EVALUATIVE DATA AS REQUIRED, AS WELL AS ALL PERTINENT OBSERVATIONS NOTED. (SEE BELOW IN 'TECHNOLOGICAL SKILLS')
- OBSERVE CLIENT STATUS AS TO BODY FUNCTIONS AND ACTIVITY PERFORMANCE, POSTURES, AND MOVEMENTS IN A MANNER THAT IS ADEQUATE TO COMPLETELY ASSESS THE INDIVIDUAL'S FUNCTIONAL ABILITIES.
- ACCURATELY OBTAIN CLIENT HISTORY AND FUNCTIONAL NEEDS, MAINTAIN CLIENT RAPPORT VIA VERBAL/NON-VERBAL COMMUNICATIONS, AND INTERACT EFFECTIVELY WITH ALL MEMBERS OF THE HEALTH CARE TEAM – FOLLOWING APPROPRIATE SOCIAL BOUNDARIES AND CULTURAL GUIDELINES.

I UNDERSTAND AND CAN PERFORM THE ESSENTIAL FUNCTIONS MENTIONED ABOVE \_\_\_\_\_

II. SENSORY-MOTOR: THE STUDENT IS REQUIRED TO PERFORM GROSS AND FINE MOTOR MOVEMENTS, MAINTAIN BALANCE & EQUILIBRIUM AND CONSCIOUSNESS, AND POSSESS THE PHYSICAL STRENGTH/STAMINA TO PROVIDE ADEQUATE AND SAFE OCCUPATIONAL THERAPY ASSISTANT EVALUATION AND INTERVENTION. EXAMPLES OF SENSORY/MOTOR SKILLS INCLUDE, BUT NOT LIMITED TO:

- TRANSFERRING PATIENTS INTO/OUT OF A WHEELCHAIR, BED, SOFA, THERAPY MAT, COMMUNE, TOILET, CAR, ETC.

IN ALL SETTINGS (PEDIATRIC, ADULT, AND GERIATRIC).

- PROTECT, RESPOND RAPIDLY AND MOVE PATIENTS FROM AN AREA IN THE EVENT OF A FIRE, BOMB SCARE, DISASTER, OR RAPID CHANGES IN FUNCTIONAL STATUS (I.E. EMERGENCY SITUATIONS SUCH AS LOSS OF BALANCE/FALLS, CARDIAC ARREST, SHORTNESS OF BREATH, ETC.).
- MAINTAIN CONTINUITY OF THERAPEUTIC STRATEGIES WITHIN THE LAB AND ACCORDING TO THE FIELDWORK FACILITY (I.E. SITTING ON AND GETTING UP RAPIDLY FROM THE FLOOR OR THERAPY MAT FOR RENDERING PATIENT-CLIENT INTERVENTION, OR FOLLOWING AFTER A RUNNING CHILD IN A PEDIATRIC THERAPEUTIC GYM).
- PERFORM SKILLS REQUIRING DEXTERITY AND FINE MOTOR COORDINATION (I.E. MANIPULATING ASSORTED HOME AND KITCHEN EQUIPMENT /DEVICES IN AN ADL ENVIRONMENT, OPENING & CLOSING CLOTHING FASTENERS DURING DRESSING AND BATHROOM SKILL TRAINING, PROVIDE HAND-OVER-HAND GUIDING FOR THE APPROPRIATE LEARNING OF SKILLED MOVEMENTS, ETC.).
- PUSH AND MANEUVER PATIENT-CLIENTS IN WHEELCHAIRS TO AND FROM THERAPEUTIC AREAS, AS WELL AS THE TIMELY REMOVAL OF CLIENTS IN THE EVENT OF A DISASTER OR FIRE.
- Administering balance, sensory, vision, cognitive, strength, and other screeners/ assessments to clients for determining levels of functional performance.

I UNDERSTAND AND CAN PERFORM THE ESSENTIAL FUNCTIONS MENTIONED ABOVE \_\_\_\_\_

III. INTELLECTUAL-CONCEPTUAL: THE STUDENT MUST POSSESS DIRECTION-FOLLOWING (VERBAL AND NON-VERBAL), PROBLEM-SOLVING, APPLY CRITICAL THINKING AND REASONING SKILLS, ESTABLISH TREATMENT PLANS ON A CASE-BY-CASE BASIS, SET PRIORITIES, ADHERE TO CULTURAL NORMS OF CLINICAL SETTINGS AND OF OUR PATIENT-CLIENTS, AND ANALYZE/SYNTHESIZE OBJECTIVE & SUBJECTIVE DATA. DEMONSTRATING APPROPRIATE “ON THE SPOT” LOGIC AND QUICK CRITICAL REASONING SKILLS ARE REQUIRED FOR ALL OT AND OTA PROFESSIONALS, REGARDLESS OF SETTING. EXAMPLES OF INTELLECTUAL-CONCEPTUAL SKILLS INCLUDE, BUT ARE NOT LIMITED TO:

- DEMONSTRATE THE NECESSARY ATTENTION/AROUSAL FOR CLASSROOM, LAB, AND FIELDWORK SETTINGS; SUSTAIN ATTENTION FOR PROLONGED PERIODS FOR THE ACQUISITION OF LEARNING.
- RECALL RELEVANT CONCEPTS, IDENTIFY KEY CONCEPTS, ORGANIZE INFORMATION, PRIORITIZE DATA, AND INTERPRET INFORMATION TO IDENTIFY ABSTRACT RELATIONSHIPS.
- Measure, calculate, analyze, reason, process, integrate, synthesize, apply, and retain facts, concepts, and data necessary for practice in the health professions.
- Comprehend multi-dimensional relationships and demonstrate appropriate spatial relations in various contexts, including the relationships of anatomic structures.
- Independently identify, read, organize, synthesize, and integrate material from course and other texts, journal articles, health records, client interviews, and clinical observations.
- Apply research, theoretical concepts, and clinical reasoning to specific clients, diagnoses, and contexts; provide a rationale for selected medical and therapeutic intervention.
- Participate in and contribute to classroom, lab, and fieldwork experiences by sharing perspectives and insight.
- Demonstrate personal initiative; direct one’s own learning in all environments.
- Utilize appropriate and effective organizational and time management skills to meet academic, fieldwork, and practice deadlines. Gather and synthesize information necessary to handle the challenges of class, lab, and fieldwork settings.
- Demonstrate reliability and effective time management skills by being on time and prepared for class, lab, and clinical/experiential work; attend to details and follow up with key individuals when, where, and in a method appropriate to the person and situation.
- Utilize skills to recognize potential errors in class, lab, and fieldwork activities and employ corrective adaptation strategies to proactively address these potential errors.

- DETERMINING APPROPRIATE THERAPEUTIC ACTIVITIES (TREATMENT) AS PER INDIVIDUAL PATIENT- CLIENT NEEDS AND OCCUPATIONAL THERAPY THEORY.
- CHANGING AND ADAPTING THERAPEUTIC ACTIVITIES AND OVERALL TREATMENT AS PER PATIENT-CLIENT FUNCTIONAL STATUS CHANGES.
- QUICKLY ADAPT CONVERSATION OR BEHAVIOR AND RESPOND APPROPRIATELY AS CLASSROOM AND CLINICAL SITUATIONS DEEM.
- DETERMINING APPROPRIATELY WHEN AND HOW TO ADHERE/FOLLOW SAFETY PROCEDURES & PRECAUTIONS.
- UTILIZE INSTINCT AND PERSONAL AWARENESS FOR IDENTIFICATION OF THE NEED TO CHANGE TREATMENT ACTIVITY INTERVENTION, OR ALTER BEHAVIOR ACCORDINGLY AS THE SITUATION DEEMS
- HAVE A MEANS OF TRAVEL TO AND FROM CLASSES AND FIELDWORK/CLINICAL/EXPERIENTIAL SITES/EXPERIENCES.
- COMPLETE ASSIGNMENTS/DOCUMENTATION AND ASSESSMENTS IN A TIMELY MANNER.

I UNDERSTAND AND CAN PERFORM THE ESSENTIAL FUNCTIONS MENTIONED ABOVE \_\_\_\_\_

IV. BEHAVIOR-SOCIAL: THE STUDENT MUST POSSESS EMOTIONAL STABILITY AND FLEXIBILITY, WHICH WILL ALLOW THEM TO DEVELOP AND ADOPT EFFECTIVE PERFORMANCE BEHAVIOR UNDER STRESSFUL SITUATIONS. THIS INCLUDES:

- COMING TO CLASS PREPARED FOR LEARNING WITH ALL COMPLETED ASSIGNMENTS.
- BEING OBSERVED BY LEVEL I OR II FIELDWORK SUPERVISORS.
- INTERACTIONS WITH PEERS AND SUPERVISORS IN A POSITIVE MANNER.
- ADAPT TO CHANGING ENVIRONMENTS.
- EXERCISE SOUND JUDGMENTS.
- DEVELOP SENSITIVE INTERPERSONAL RELATIONSHIPS WITH PATIENT-CLIENTS AND THEIR FAMILY MEMBERS, AND STAFF MEMBERS AS REQUIRED IN FIELDWORK SETTINGS. EXPRESSING EMPATHY AND WARMTH WHEN APPROPRIATE,
- THINK AND ACT RATIONALLY DURING A CRISIS OR STRESSFUL SITUATIONS
- Accept and give constructive criticism to/from peers, instructors, supervisors, and others responsible for OT and OTA intervention and coursework, Receive and give constructive feedback with an open mind; recognize the intent of feedback is to help a student develop the clinical skills necessary for effective fieldwork and clinical practice.
- PROVIDE FEEDBACK TO PATIENT-CLIENTS IN AN APPROPRIATE MANNER DURING TREATMENT INTERVENTIONS
- DEMONSTRATE APPROPRIATE BEHAVIOR TOWARD PATIENT-CLIENTS, FAMILY MEMBERS, STAFF, AND PEERS ACCORDING TO SOCIETAL NORMS
- DEMONSTRATE AN AWARENESS OF ONE'S PERSONAL ACTIONS AND DECISIONS, EVALUATE THE IMPACT THESE ACTIONS AND DECISIONS HAVE ON OTHERS; AND MINIMIZE THE IMPACT ON OTHERS.
- DEMONSTRATE A COMMITMENT TO THE PROGRAM, THE PROFESSION, AND THE CLIENTS BY ATTENDING CLASS, LAB, FIELDWORK, AND EXPERIENTIAL ACTIVITIES
- EXHIBIT A POSITIVE ATTITUDE FOR CLASSROOM, LAB, CLINICAL, AND EXPERIENTIAL LEARNING.
- BE FLEXIBLE AND CREATIVE IN ADAPTING TO CHANGE IN CLASS AND CLINICAL ENVIRONMENTS BY DEMONSTRATING PROFESSIONAL BEHAVIOR WHILE EXPERIENCING HEAVY COURSE AND/OR WORKLOADS/FAST PACED ENVIRONMENTS/UNEXPECTED DEMANDS.

I UNDERSTAND AND CAN PERFORM THE ESSENTIAL FUNCTIONS MENTIONED ABOVE \_\_\_\_\_

V. TECHNOLOGICAL SKILLS: IN OUR FAST-EVOLVING PROFESSION, USE OF TECHNOLOGY IS ESSENTIAL IN DAILY PRACTICE. AT A MINIMUM, THESE INCLUDE:

- TYPING A MINIMUM OF 40 WORDS PER MINUTE
- USING SYMBOLS ON A KEYBOARD AND ACCESSING SYMBOLS IN A WORD DOCUMENT, USING “CUT AND PASTE” AND “LOG IN” FUNCTIONS
- NAVIGATING COMPUTER PROGRAMS THAT ENCOMPASS PULL-DOWN BOXES, INFORMATION BOXES, ACCESSING FILE FOLDERS,
- RECEIVING AND CREATING EMAILS
- USING/DEVELOPING POWER-POINT PRESENTATIONS

I UNDERSTAND AND CAN PERFORM THE ESSENTIAL FUNCTIONS MENTIONED ABOVE \_\_\_\_\_

VI. ETHICAL PRINCIPLES: FOLLOWING ETHICAL AND PROFESSIONAL GUIDELINES AS DOCUMENTED BY THE FIELDWORK FACILITY, NBCOT, AOTA, ACOTE, NEW YORK STATE DEPARTMENT OF EDUCATION/OFFICE OF PROFESSIONS, AND SUFFOLK COUNTY COMMUNITY COLLEGE IS PARAMOUNT TO A STUDENT AND CLINICIAN’S ROLE. THESE INCLUDE, BUT NOT LIMITED TO:

- Uphold the AOTA Code of Ethics and follow the ethical principles of the College, the Program, and fieldwork sites as demonstrated by maintaining the confidentiality of faculty/staff, peers, colleagues, and clients while respecting the values, opinions, and rights of the same; complying with all laws and standards at the University, fieldwork, and experiential sites; and adhering to the general ethical and professional principles of each site/facility
- Accept responsibility for all actions and the initiative to direct learning in a mature, responsible, and calm manner
- Use appropriate language, tone of voice and non-verbal communication; use person-first language and adapt the message to the audience.
- Represent Suffolk County Community College, the Occupational Therapy Assistant Program, and the profession of occupational therapy in a professional manner as demonstrated through appropriate dress, respectful communication/interaction, and proper etiquette/netiquette.
- Demonstrate honesty and integrity in all course/lab work, documentation, fieldwork, communications, and peer/student/client/supervisor/faculty interactions.
- Demonstrate awareness and sensitivity for a person’s cultural, religious, spiritual beliefs and life style choices.
- Maintain confidentiality and HIPAA guidelines.

I UNDERSTAND AND CAN PERFORM THE ESSENTIAL FUNCTIONS MENTIONED ABOVE \_\_\_\_\_

\*THIS “ESSENTIAL FUNCTIONS” DOCUMENT IS BASED ON REQUIREMENTS OF CLINICAL SETTINGS, SCCC POLICY, AOTA/ACOTE/SUNY GUIDELINES, AND PUBLISHED MATERIALS FROM BAY PATH COLLEGE, SACRED HEART UNIVERSITY, AND SUNY STONYBROOK.

**Fieldwork (FW) Accommodations:** Individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) may be qualified to study and practice occupational therapy with the use of reasonable accommodations. An accommodation is viewed as a means of assisting students with disabilities to meet essential standards by providing them with an equal opportunity to participate in all aspects of each course or clinical experience. (*Reasonable accommodations are not intended to guarantee* that students will be successful in meeting the requirements of any one course or clinical education.) Please recognize FW accommodations may be different from academic accommodations, and may require a different accommodation letter from the SCCC Disability Services.

A student must follow SCCC policy and guidelines regarding the Americans with Disabilities Act (ADA) if she or he wants ADA accommodations while on his/her Fieldwork I or II internships. Students requesting accommodations during FW must contact the SCCC Student Disability

Services for assistance. The student should consult with the SCCC Disability Services for assistance in identifying appropriate fieldwork accommodations. Once the student receives this fieldwork accommodation documentation, s/he will consult with the Fieldwork Coordinator and provide both verbal and written approval for the Fieldwork Coordinator to contact a FW I or II site(s) to determine if the site(s) can provide reasonable accommodations for the student in order to successfully complete his/her fieldwork requirements. Students who have a change in status at any point during their matriculation in the OTA program requiring accommodation must begin this process at the time of the status change.

Suffolk County Community College provides reasonable accommodations to registered students with disabilities who have self-identified and been approved by the Office of Disability Services. Once approved for reasonable accommodations, such students will be provided with a laminated letter, describing the specific accommodations. Students must present this laminated letter to each of their professors before accommodations are provided. Students who have, or think they may have, a disability are invited to contact Disability Services for a confidential consultation.

Disability Services Contact Information: Michael J. Grant Campus Call the Disability Services Office at 631-851-6355, email the office at [disabilityserv-west@sunysuffolk.edu](mailto:disabilityserv-west@sunysuffolk.edu) or stop by to make an appointment in Caumsett Hall, Lower Level, room 20.

I understand the above pertaining to ADA accommodations necessary for successful completion of fieldwork. I acknowledge that I can perform/possess the above highlighted skills. If I cannot perform the above list for any reason, I am to consult the College Disability Services Office and the Program Coordinator before receiving Level I or II fieldwork assignments. Accommodations are approved through the Disabilities Services Office.

\_\_\_\_\_ I can perform the above list as written

\_\_\_\_\_ I may need accommodations for one or more items on the above list. Please state which item(s) above you may need accommodations: \_\_\_\_\_

\_\_\_\_\_  
Signed Full Name \_\_\_\_\_ Date \_\_\_\_\_

Printed Full Name \_\_\_\_\_  
Last edited 3/29/23



# Occupational Therapy Assistant Program Student Handbook

## Table of Contents

I.	Introduction	
	A. Verification Forms	1-7
	B. Welcome to the OTA Program	9
	C. Mission	9
	D. Philosophy	9-10
	E. Occupational Therapy Assistant Curriculum	13
II.	General Policies and Procedures	
	A. Attendance Policy	14
	B. Academic Dishonesty/Video & Photography Privacy	15
	C. Video and Photography Privacy	13
	D. Professional Behavior	14-15
	E. Professional Attire	16
	F. Health Policies and Requirements	17
	- Year 1 Certification Form	18-19
	- Year 2 Certification Form	20-21
	G. Student Learning Contract	22
	H. Student Progression	23-24
	I. Student Status Termination	26
	J. Computer Competency	24
	K. English Language Competency	24
	L. Priority Registration Policy	27
	M. Extra-Credit, Grade Grievance, and Student Collaboration	22
	N. Laboratory Use	28
	O. Felony Background	28
	P. Certification and Licensure	28
	Q. Professional Organizations	28
III.	Fieldwork Policies and Procedures	
	A. Intro to Fieldwork, Fingerprinting, Confidentiality	29-30
	B. Student standards for Academic and Fieldwork Requirements	30-32
	C. Level I Fieldwork	32-33
	- Level I Fieldwork Evaluation Form	34
	- Fieldwork Sign-in Form	35
	D. Level II Fieldwork	36
	E. Lab coat policy	37
	F. Fieldwork Attendance Policy	37
	G. Graduation Forms Policy	37
	H. Problems During Fieldwork	38
	I. Early Dismissal from Fieldwork & Fieldwork Withdrawal	39
	J. Fieldwork Failure	40

**SUFFOLK COUNTY COMMUNITY COLLEGE**  
Michael J. Grant Campus at Brentwood

Welcome to the  
Occupational Therapy Assistant Program!

You have started on a challenging journey but one that will take you to a new career and life. The OTA faculty and graduates salute your effort and support your quest. We look forward to your becoming fellow colleagues and therapists with us.

This handbook has been prepared for you as a guide to help you achieve this goal. The policies and procedures enclosed inform you of your responsibilities, answer your questions, and provide support to you while you are in the program. Each student is responsible for reviewing and understanding the information presented here. A statement describing this responsibility appears in the front of this handbook. Please sign and date the statement after you have read and understood the handbook.

**Occupational Therapy Assistant Program**  
Mission

The Occupational Therapy Assistant program at Suffolk County Community College prepares graduates for entry-level practice as occupational therapy assistants by using an evolving curriculum based on human development, which reflects current and ethical occupational therapy practice. The program sustains an enriched learning environment that fosters lifelong learning for occupational therapy practitioners in the community.

**OCCUPATIONAL Therapy Assistant Program**  
Philosophy

Foremost in the philosophy of occupational therapy is the idea that human beings actively pursue personally meaningful occupation throughout their lives according to their attitudes and values. Throughout the developmental continuum, healthy human beings possess an innate drive to pursue purposeful activity while demonstrating continuous adaptation to biological, psychological, and environmental changes. Dysfunction occurs when mental or physical health problems impair adaptive ability, and thus, impact overall performance in meaningful activities (Kielhofner, 2007).

The OTA program is committed to a conceptual framework consistent with the philosophy of the American Occupational Therapy Association (AOTA). OTA faculty define occupation as ongoing purposeful activity in an array of performance contexts that promotes overall health. This engagement in purposeful activities, including cultural, interpersonal, and environmental components, prevents and mediates dysfunction and serves to elicit maximum independence or adaptation accordingly. The process of providing services to enhance an individual's performance

within their living context highlights the value of the profession within the structure of today's society (ACOTE Program Director's Meeting and AOTA Education Summit, October 2017).

Occupational therapy education requires understanding in the affective [psychosocial], biophysical, psychomotor, cognitive, and social domains (Jacobsen, Eggen, and Kauchak, p.115). It also calls for an appreciation of the individual person as an entity in the developmental process. Since this developmental process is key to the development of critical thinking skills, faculty members utilize developmental sequencing as a mechanism for understanding human beings and for structuring learning activities. It is the process of "utilizing lower, middle, and higher conceptual level learning objectives that will prepare meaningful learning experiences within the teaching environment" (Jacobsen, Eggen, and Kauchak, p. 139). Thus, the OTA program's philosophy is to operate in accordance with the nature of occupation and occupational therapy practice (infusing historical and current values with contemporary tenets), and to deliver education that incorporates developmental sequencing while promoting adult learning and the building and transformation of professional clinical behaviors and skills.

The OTA program fosters student self-understanding as the primary foundation for effective active learning and comprehension of occupation. Programmatic cornerstones include the facilitation of adult style learning, the development of professional behaviors, the professional foundations of occupational therapy and the application of values to current and emerging practice. Contemporary practice includes the use of research/evidence-based practice intervention of functional task performance with advances in technology, wellness, and modalities to augment or facilitate occupational performance.

Given that the OTA student population largely consists of returning adult students, OTA faculty members value students' life experiences and their initiative in the collaborative learning process. Coursework within the curriculum emphasizes the development and building of professional and clinical behaviors, aids in the transformation of constructive communication, promotion of self-directed learning, adherence to professional standards, performing within clinical environments, and advocacy for the profession. The OTA faculty members embrace AOTA's Centennial Vision, 2025 Vision, and Strategic Principles that *"occupational therapy is a powerful, widely recognized, science-driven and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs. As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living."*

Faculty members believe that the adult learning process is a developmental, cumulative synthesis of knowledge and experiences that become integrated into the individual's life skills over time. Brown, Roedinger, and McDaniel (2014) call this phenomena "Interleaved" knowledge. They believe learned information and knowledge is transformed as a skill set that is carried throughout life's interactions. A significant goal of this program is to produce graduates whose clinical performance represents a synthesis of life experiences combined with varied modes of learning academic knowledge (auditory, visual, tactile learning modes), current methods of intervention, and facilitating our students to be life-long learners. Adult developmental learning derives from the understanding that human beings exhibit individual differences in their preferred mode of learning that result in unique educational, social, and cultural interactions. Examining various domains and integrating them in a holistic consideration of an individual is central to overall learning and the development of clinical reasoning (Brown, Roedinger, and McDaniel, pgs. 84-85, 204, 220) and Birnbaum, Kornell, Bjork & Bjork (2013). The OTA program applies these principles by approaching course material in a graded,

developmental sequence, which proceeds from simple to more complex considerations of the subject matter as students advance through the program. This approach allows concepts and information to be reinforced throughout the curriculum at increasing levels of difficulty for personal integration into overall knowledge (Jacobsen, Eggen, and Kauchak, p.119). This interweaving of knowledge allows for the transference of learned materials into different contexts and treatment scenarios (Brown, Roedinger, and McDaniel, pgs. 205-207, 228) and Birnbaum, Kornell, Bjork & Bjork (2013).

As students accumulate experiences, and as they mature, tasks and course-work materials are presented to them in a manner that more closely resembles workplace demands. Students transform from individuals in need of much support to those who function independently. Students are expected to use knowledge as a tool to solve problems and to produce desired outcomes. When their course of study is complete, students have acquired a mastery of the essential skills of the profession, and they experience a sense of achievement.

According to Knowles, Holton, and Swanson (1998), the most effective learning occurs when students are responsible and accountable for their own learning and when classes are collaborative and dynamic. The role of the faculty is to provide opportunities for active learning that promotes critical thinking and life-long learning. OTA faculty believe that their role as educators is to foster a dynamic and evolving curriculum that facilitates the transition of individuals from students to Occupational Therapy Assistants. Faculty members serve as facilitators who structure learning experiences that are designed to enhance skill acquisition while integrating students' own life experiences. Faculty members also serve to assess student learning in various forms according to student expectations to strengthen the evolving curriculum (Brown, Roedinger, and McDaniel, 2014). As a result of applying adult learning and developmental concepts, OTA faculty intend that their graduates will exhibit professional behaviors, understand occupation, and demonstrate proficient clinical skills (AOTA Education Summit, 2017).

## WORKS CITED

American Occupational Therapy Association. *The Philosophical Base of Occupational Therapy*. American Journal of Occupational Therapy, 33, 785, 1979.

AOTA website at [www.aota.org/news/centennial.aspx](http://www.aota.org/news/centennial.aspx), retrieved November 10, 2017

AOTA Strategic Principles (June 2021) [dei-strategic-plan-report.pdf \(aota.org\)](https://www.aota.org/strategic-plan-report.pdf), retrieved Jan 22, 2023.

AOTA Education Summit and ACOTE Program Director's Meeting, Fort Worth, Texas, October 26-28, 2017.

Reference extraction on 2/10/2021: [https://www.facultyfocus.com/articles/online-education/online-student-engagement/leveraging-blooms-taxonomy-to-elevate-discussion-boards-in-online-courses/?st=FFdaily%3Bsc%3DFF210208%3Butm\\_term%3DFF210210&utm\\_source=ActiveCampaign&utm\\_medium=email&utm\\_content=Leveraging+Bloom+s+Taxonomy+to+Elevate+Discussion+Boards+in+Online+Courses&utm\\_campaign=FF210210](https://www.facultyfocus.com/articles/online-education/online-student-engagement/leveraging-blooms-taxonomy-to-elevate-discussion-boards-in-online-courses/?st=FFdaily%3Bsc%3DFF210208%3Butm_term%3DFF210210&utm_source=ActiveCampaign&utm_medium=email&utm_content=Leveraging+Bloom+s+Taxonomy+to+Elevate+Discussion+Boards+in+Online+Courses&utm_campaign=FF210210)

Birnbaum, M.S., Kornell, N., Bjork, E. L., Bjork, R.A., *Why Interleaving Enhances Inductive Learning: The roles of Discrimination and Retrieval*. *Memory and Cognition* 41 (2013), 392-402.

Brown, P., Roedinger, H., McDaniel, M. Make It Stick, *The Science of Successful Learning*, The Belknap Press of Harvard University Press, Cambridge Mass, 2014

Jacobsen, D. Eggen, P. & Kauchak, D. *Methods for Teaching-Promoting Student Learning*, 6<sup>th</sup> ed., Merrill Prentice Hall Publisher, Upper Saddle River, NJ, 2002.

Kielhofner, G., *Model of Human Occupation: Theory & Application*. 4<sup>th</sup> ed., Lippencott Williams & Willkens, Baltimore, MD, 2007.

Knowles, M., Holton, E., & Swanson, R. *The Adult Learner: The Definitive Classic in Adult Education and Human Development*, 5th ed., Gulf Publishing Co., Houston, TX, 1998.

Mehta, J. & Fine, S. (2019). *In search of deeper learning: The quest to remake the American high school*. Cambridge, MA: Harvard University Press.

Tovar, Lynn Atkinson, *Adult Education Theories and Principles: Understanding How Adult Learn*. Power point retrieved on 1/22/23.

Wolters Kluwer, Lippincott Williams and Wilkins, (2015): *Adult Learning Theory (Andragogy)*

<https://i.pinimg.com/originals/4b/7b/c6/4b7bc6ebddc7ae49d98e390baa61dbe9.jpg>

And <https://i.pinimg.com/originals/3d/18/7c/3d187c72f0ada817a305c946d0fb53b5.png>

**SUFFOLK COUNTY COMMUNITY COLLEGE**  
 Michael J. Grant Campus at Brentwood

**Occupational Therapy Assistant Program**  
Curriculum

First Semester

*OTA100		
or LIB105	Freshman Seminar	1 credit
OTA101	Introduction to Occupational Therapy	3 credits
OTA102	Clinical Conditions and Terminology	3 credits
ENG101	Standard Freshman Composition	3 credits
BIO130	Anatomy and Physiology I	4 credits
PSY101	Introduction to Psychology	<u>3 credits</u>
		17 credits

Second Semester

OTA118	Occupational Therapy in Pediatric Practice	4 credits
OTA121	Occupational Therapy in Adult Practice	3 credits
OTA200	Kinesiology for the OTA Student	3 credits
BIO132	Anatomy and Physiology II	4 credits
PSY210	Lifespan Development	<u>3 credits</u>
		17 credits

Third Semester

OTA201	Occupational Therapy in Geriatric Practice	4 credits
OTA202	Management Role of the OTA	2 credits
OTA203	Occupational Therapy Treatment and Documentation	3 credits
COM101	Introduction to Human Communications	3 credits
ENG	DEI Elective (ENG211 OR ENG212 OR ENG227)	3 credits
MAT103	Statistics I	<u>3 credits</u>
*Separate CPR certification requirement		18 credits

\*\*Fourth Semester

OTA 211	Clinical Practice I	6 credits
OTA 212	Clinical Practice II	<u>6 credits</u>
		12 credits

\*For students entering directly from High School, either OTA100 OR LIB105 meets requirements.

\*\*Summer Intersession OTA211 and OTA212 may be required

Total credits: 64

Course Credit Distribution:

Occupational Therapy Assistant –	38
Science and Mathematics-	11
English-	6
Social Sciences-	6
Human Communication (Humanities)	3

**SUFFOLK COUNTY COMMUNITY COLLEGE**  
Michael J. Grant Campus at Brentwood  
Occupational Therapy Assistant Program

Attendance Policy

1. Students are expected to attend ALL lectures, laboratories, and fieldwork assignments *in full* in order to meet the objectives of the course.
2. Students are expected to be ready to begin all classes on time and *remain in class until it ends*. Lateness means entering the classroom after class has started. Leaving early means leaving before the class is dismissed. These behaviors will negatively affect the final grade.
3. Excessive absences, lateness, or leaving early will lead to failure in the course.
4. In the event of lateness or absence, students are expected to call the instructor. Students in the OTA program must call in BEFORE CLASS BEGINS to report an absence or lateness. This practice is required in most jobs and is considered to be an important part of students' coursework. Failure to comply **will reduce the final grade in the course**.
  - A. Leave a message and be sure to state:
    - Your name,
    - Your phone number, and
    - A one-sentence explanation of the situation.
  - B. Students themselves must call. Do not ask another student or parent to do this for you.
5. In the event that you must leave early, you are responsible for informing the instructor of this ahead of time. Unannounced walking out of class is unacceptable and will lead to course failure or reduction of the final grade.
6. All fieldwork absences or tardiness must be made up.

Attendance Policy: The College expects that each student will exercise personal responsibility with regard to class attendance. All students are expected to attend every class session of each course for which they are registered. Students are responsible for all that transpires in class whether or not they are in attendance. The College defines excessive absence or lateness as more than the equivalent of one week of class meetings during the semester. Excessive absence or lateness will lead to failure in a course or removal from the class roster.

A student may be removed from the class roster by the instructor at any time when in the judgment of the instructor where absence has been excessive or when other valid reasons exist.  
(Taken from the Student Handbook and Suffolk County Community College Catalog).

**SUFFOLK COUNTY COMMUNITY COLLEGE**  
Michael J. Grant Campus at Brentwood

Occupational Therapy Assistant Program

Academic Dishonesty

Academic dishonesty refers to cheating, plagiarizing, submitting work which others have worked on, and other acts of deception regarding grades. In the OTA Program, it also refers to falsifying fieldwork documents for work not done, reducing fieldwork time, or not making up absences. Academic dishonesty also refers to submitting a laboratory project, class, or fieldwork assignment that another student has worked partially on or done entirely, inventing data or observational information, use of AI programs instead of submitting original work. It also refers to soliciting graduates of the program or students who have already completed current coursework for completed assignments, answers to homework or past exams. Academic dishonesty is a serious professional transgression and will lead to course failure and consequent dismissal from the program.

In order to avoid plagiarism, examples of proper citations include:

Occupational Therapy: Practice Skills for Physical Dysfunction, Fifth Edition, Pedretti, L. & Early, M.B., St. Louis, MO., Mosby Year Book, Inc. 2001 (Pg. 12-37)

Television Promotions & Public Relations, [www3.sunysuffolk.edu/index.asp](http://www3.sunysuffolk.edu/index.asp)

Video and Photography Privacy Policy

Video, audio, pictures, or any other electronic recordings of OTA lectures and lab sessions are permissible ONLY with INSTRUCTOR CONSENT. It is up to the instructor to grant or deny such permissions. Regardless if instructor consent is granted, it is PROHIBITED to electronically share such media via email, postings on any social networking sites, personal or public Web pages, or other electronic sharing formats. Violating this privacy agreement may result in consequences regarding status in the OTA program.



# SUFFOLK COUNTY COMMUNITY COLLEGE

## Michael J. Grant Campus at Brentwood Occupational Therapy Assistant Program

### Professional Behaviors

Professional behavior is defined as conducting oneself in a manner suitable for a professional.

Part of your academic learning in this program is to become acquainted with Occupational Therapy “culture.” Professional behavior is necessary for adapting to this culture.

Through your OTA coursework, you will be provided opportunities to evaluate, remediate, and strengthen your professional behaviors. In addition, you will be given feedback about your professional behavior throughout the OTA program. Your ability to accept feedback and improve is more valuable than your ability to be perfect from your previous training or from instinct.

Part of your grade for each course will depend upon your ability to demonstrate professional behavior, as well as scoring a “Satisfactory” grade on the Professional Behavior Index. This component of your grade represents an assessment on the part of your professor, based on your behavior in comparison with student colleagues and professionals in the field. Your instructors are trained professionals who are able to assess behavior. They will be evaluating your performance in the same way that future supervisors and employers will. Examples of assessments of your professional behavior include your interpersonal skills for establishing rapport with other classmates, interchanging ideas in a group, and responding appropriately to verbal and non-verbal communication.

Further examples of expected professional behaviors and “soft skills” are as follows:

- You attend all required classroom and clinical sessions (expectations of commitment and duties).
- You arrive on time and remain present for the duration of these sessions. (You have an understanding of time management and prioritization.)
- You arrive prepared and in a frame of mind appropriate for the tasks at hand. (You can achieve and maintain ‘focus’ on your job duties and learning expectations).
- You present yourself wearing proper attire to lab experiences (as instructed by the instructor) and to fieldwork experiences. (showing that you can follow rules and regulations)
- You accept the idea that “on-time,” “prepared,” “appropriate,” and “proper” are defined or determined by the situation, the nature of the task, or by another person. (following directives)
- You assume responsibility for your actions, reactions, or inaction. This means that you do not avoid responsibility by offering excuses, blaming others, using emotional displays, or conveying helplessness. (insight into ones actions, emotions, and behaviors)
- You place the importance of professional duties, tasks, and problem solving above your own convenience.
- You demonstrate that completing tasks and benefiting others (i.e., clients or peers) involves active problem solving. Clinical situations are not about you. When you are called on to behave as a professional, you are not the client/patient, the customer, the star, or the victim.
- You take responsibility for expanding your knowledge, understanding, and skills. This includes studying on your own to establish basic understanding on material prior to studying in a group format to “process” and “connect” information.
- You pre-register for classes in a timely manner and as instructed during the appropriate time frame.
- You work effectively with others for the benefit of the persons/clients served. This means that you pursue professional duties, tasks, and problem solving in ways that facilitate, rather than hinder, the work of others and your own professional development.
- You appropriately credit others for their work and contributions.
- You properly sign or cosign your own work.
- You do not accept professional responsibilities that compromise your ethics or for which you are personally or professionally unprepared.

- You accept direction or correction from those people who have more knowledge and experience than you do— you are apt to find yourself in the role of providing direction and correction in the future.
- You respect the values, interests, and opinions of others that may differ from your own.
- Your primary responsibility as a therapist or intern is the care and benefit of the people you serve.
- You accept that other people may establish objectives for you. While you may not always agree with or understand these objectives, you pursue them as long as you are not rendering any harm.
- You base your opinions on factual information, and you constantly seek the truth, even if that truth may present itself as less than flattering to you; i.e., you admit your errors.
- You follow through on what you say you will do and you complete it by the time you said you would.
- You accept only a high standard for your actions.
- Your work is generated from you directly, not from another student, clinician, or AI source.

# SUFFOLK COUNTY COMMUNITY COLLEGE

Michael J. Grant Campus at Brentwood

## Occupational Therapy Assistant Program

### Professional Attire

All students are expected to dress in an appropriate and professional manner.

In certain laboratory classes, you may be required to wear special clothing such as shorts, tank tops, and sneakers. This clothing will be specified by the professor either in the course outline or by announcement. Failure to conform to the laboratory dress code will result in reduction of the Professional Performance component of the students' final grade in the course.

During fieldwork experiences, it is your responsibility to inquire about the dress code at the facility to which you are assigned prior to your first clinical day. Students are required to purchase a Suffolk County Community College OTA polo for use at fieldwork and club on and off campus events. Hair should be neat. Jewelry must be kept to a minimum. Nails should be kept short and neat (no long, fake nails). Body piercings should not be visible. Dress must be neat, clean, and professional. Unless your supervisor states otherwise, wear sneakers with rubber soles. You may be asked to wear a white lab coat. It is standard for "Dockers" style pants to be acceptable (for both males and females) in the clinical environment.

At all times, the school's nametag must be worn. You may purchase a name tag through "Staples" or a uniform store. The nametag must be 1 inch x 3 inches, with blue letters on a white background. On the first line, your first and last name with the 'OTAS' designation should appear. Suffolk County Community College should appear on the second line. (See below.) Nametags must be purchased prior to start of the fall semester. Until familiarity with your classmates/instructors is achieved, you are required to wear your nametags to all lecture and lab classes for at least the first semester.

Jane Smith, OTAS  
Suffolk County Community College

# SUFFOLK COUNTY COMMUNITY COLLEGE

Michael J. Grant Campus at Brentwood

## Occupational Therapy Assistant Program

### Health Policy and Requirements

Students are required to comply with all health requirements of the college and the Occupational Therapy Assistant program. Students must submit copies of their original required (see below) health records to the Student Health Services Office, located in Captree Commons, before August 15 each year. Students who fail to comply with this policy will not be permitted to attend fieldwork until they are in compliance.

Students must deliver to their fieldwork supervisor a complete copy of their required health records. Students must also keep a copy of their most recent health certificate on hand for easy acquisition at all fieldwork sites for the duration of their assignment. Records must include:

1. College form from campus nurse stating that the student's health records at the college are complete.
2. History and physical examination form, completed annually.
3. Mantoux skin test (PPD) results.
  - a. Negative 2-step (or Quantiferon Gold screening) PPD results must be obtained annually.
  - b. Positive PPD results must include a subsequent chest x-ray demonstrating no active disease.
4. Proof of hepatitis B vaccination or a signed waiver of declination.
5. Varicella titre.
6. Measles, mumps, rubella titres indicating immunity.
7. Proof of tetanus immunization within the past ten years.
8. Medical clearance for respirator/infection control or N95 Mask wearing
9. Influenza vaccine (annual) or signed waiver of declination. \*Students who decline the influenza vaccine (signed declination waiver) must wear a mask at all times throughout the influenza SEASON while on rotation at their assigned fieldwork.

\*\*Some fieldwork locations will require fit testing for infection control masks from outside or independent companies. Students are required to locate an outside company to have this performed and certified on their own.

The health certificates for each year are included on the pages that follow.

**SUFFOLK COMMUNITY COLLEGE**  
**Department of Health Sciences/Allied Health**  
**CONFIDENTIAL HEALTH CERTIFICATE**

For Students in 1st year Occupational Therapy Assistant Program.

Name \_\_\_\_\_ Student ID# \_\_\_\_\_

Phone # \_\_\_\_\_ Date of Entry in Program \_\_\_\_\_

Address \_\_\_\_\_  
 \_\_\_\_\_

Name & Phone # of person to be notified in emergency \_\_\_\_\_  
 Relationship \_\_\_\_\_

HEALTH HISTORY (To be completed by student)

DO YOU HAVE:

	YES	NO		YES	NO
Alcohol/Drug Dependency	( )	( )	G.I. Problems	( )	( )
Allergic Reaction	( )	( )	Joint Disease	( )	( )
Asthma	( )	( )	Kidney Disease	( )	( )
Diabetes	( )	( )	Rheumatic Fever	( )	( )
Difficulty with Coordination	( )	( )	Seizure disorder	( )	( )
Emotional Disorder	( )	( )	Severe Hearing Loss	( )	( )
Heart Disease	( )	( )	Vision that cannot be corrected with glasses	( )	( )
Any back problems	( )	( )	Surgery within last year:	( )	( )
Tuberculosis	( )	( )	Hospitalization within the past year?	( )	( )
Any current health problems?	( )	( )	Do you take any medications on a regular basis?	( )	( )
Other _____					

Please explain all "YES" answers \_\_\_\_\_.

Students are required to have this form completed, their immunizations up to date, and all forms handed into the Health Services Office BEFORE any clinical experience. Fall semester deadline August 15th. Therefore, please sign below to indicate your permission for this form to be released to the Health Services Office, the Department of Health Sciences/Allied Health, and any designated clinical site(s) required for your education.

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_ Note: Students are to submit this form and copies of all required documents to Grant Campus, Student Health Services office, and to their fieldwork assignments upon request. See reverse side.

**First Year Student: HEALTH COMPLETION FORM – Page 2**  
**TO BE COMPLETED BY THE HEALTH CARE PROVIDER**

Name \_\_\_\_\_

A. Required 2 step Mantoux PPD - must be done annually unless previously positive  
Date given \_\_\_\_\_ Date read \_\_\_\_\_ Result \_\_\_\_\_

MD Signature \_\_\_\_\_

\*For Positive Mantoux PPD or previous severe reaction, a chest X-ray is required every other year (submit radiological report) unless specific clinical rotation requires annual chest X-ray.

Date of x-ray \_\_\_\_\_ Result \_\_\_\_\_

B. Required Hepatitis B - Satisfy either (1), or (2), or (3) below:

1. Three (3) doses of vaccine. First two doses must be 30 days apart and completed before classes begin. Third dose should be given 6 months after first dose.

1st Date: \_\_\_\_\_ 2nd Date: \_\_\_\_\_ 3rd Date: \_\_\_\_\_

OR

2. Titre results showing immunity. Date of Titre \_\_\_\_\_ Result \_\_\_\_\_

OR

3. Signed waiver to accompany this form. (Waivers can be obtained at the Health Services office).

C. Required IGG Titres \* Measles (IGG) Date \_\_\_\_\_ Mumps (IGG) Date \_\_\_\_\_

Rubella (IGG) Date \_\_\_\_\_ Varicella (IGG) Date \_\_\_\_\_ \*All negative or equivocal titer results require immunization and a repeat titer. (This means that if the titer is not positive, you must receive the corresponding immunization(s) and a repeat titre 2-3 months after re-immunization.)

D. Required Tetanus/Diphtheria Immunization within 10 Years

Name of Immunization \_\_\_\_\_ Date \_\_\_\_\_

E. Physical Examination -must be done annually (COMPLETE ALL AREAS)

Height \_\_\_\_\_ Weight \_\_\_\_\_ Ears: R \_\_\_\_\_ L \_\_\_\_\_

Vision (with glasses): R \_\_\_\_\_ L \_\_\_\_\_ Thyroid \_\_\_\_\_

Lungs \_\_\_\_\_ Blood Pressure \_\_\_\_\_

Heart \_\_\_\_\_ Abdomen \_\_\_\_\_ Hernia \_\_\_\_\_

Spine/Back \_\_\_\_\_ Neurological Exam \_\_\_\_\_

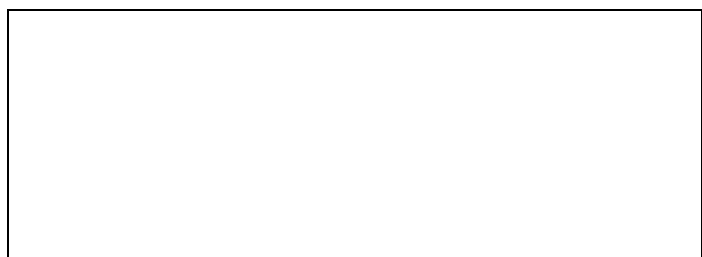
Extremities \_\_\_\_\_

Previous Psychiatric Treatment \_\_\_\_\_

Health Care Provider's Statement: "I performed the above medical evaluation and found, to the best of my knowledge, him/her to be free from physical or mental impairments including habituation or addiction to depressants, stimulants, narcotics, alcohol, or other behavior-altering substances which might interfere with the performance of his/her duties or would impose potential risk to patients or personnel. The following physical/activity problems were identified, which might interfere with the performance of his/her duties"

Physician/Office/Agency Stamp, Health Care Provider's Signature \_\_\_\_\_

Date \_\_\_\_\_ Phone Number \_\_\_\_\_ (Form will not be accepted without Physicians Stamp)



**SUFFOLK COMMUNITY COLLEGE  
Department of Health Sciences/Allied Health  
CONFIDENTIAL HEALTH CERTIFICATE**

**HEALTH FORMS WILL NOT BE ACCEPTED BY THE HEALTH OFFICE  
DURING THE FIRST WEEK OF CLASSES**

**For Students CONTINUING in Occupational Therapy Assistant Program.**

Name \_\_\_\_\_ Student ID# \_\_\_\_\_

Phone # \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Name & Phone # of person to be notified in emergency \_\_\_\_\_ Relationship \_\_\_\_\_

**HEALTH HISTORY  
(To be Completed by Student)**

<u>DO YOU HAVE:</u>	<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
Alcohol/Drug Dependency ( )	( )	( )	G.I. Problems	( )
Allergic Reaction	( )	( )	Joint Disease	( )
Asthma	( )	( )	Kidney Disease	( )
Diabetes	( )	( )	Rheumatic Fever	( )
Difficulty with Coordination	( )	( )	Seizures or Epilepsy	( )
Emotional Disorder	( )	( )	Severe Hearing Loss	( )
Heart Disease	( )	( )	Vision that cannot be corrected with glasses	( )
Any back problems	( )	( )	Tuberculosis	( )
Surgery within last year:	( )	( )	Any current health problem?	( )
Have you been hospitalized within the past 5 years?	( )	( )	Other: _____	( )
Do you take any medications on a regular basis?	( )	( )		

Please explain all YES answers.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Students in the above programs are required to have this Health Certificate form completed and their immunizations up to date BEFORE any clinical experience. **Fall semester deadline August 10th; Spring semester January 15<sup>th</sup>.** Therefore, please sign below to indicate your permission for this form to be released to the Health Services Office, the Department of Health Sciences/Allied Health, and any designated clinical site(s) required for your education.

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

Note: Students are to submit this form and copies of all required documents to the Student Health Services office. In addition, students are to submit one set of copies of this health certificate and all required documents to their clinical instructor on fieldwork.

See reverse side of page.

**For Students continuing in the Occupational Therapy Assistant Program.**

Name \_\_\_\_\_ Student ID# \_\_\_\_\_

TO BE COMPLETED BY THE HEALTH CARE PROVIDER

A. Required 2-step Mantoux PPD - must be done annually unless previously positive

Date given \_\_\_\_\_ Date read \_\_\_\_\_ Result \_\_\_\_\_ // \_\_\_\_\_  
(MD Signature)

For Positive Mantoux PPD or previous severe reaction, Chest X-ray is required every **other** year.  
(submit radiological report)

Date \_\_\_\_\_ Result \_\_\_\_\_

B. Physical Examination - must be done annually (**ALL AREAS MUST BE COMPLETED**)

Height \_\_\_\_\_ Weight \_\_\_\_\_ Skin \_\_\_\_\_  
Ears R \_\_\_\_\_ L \_\_\_\_\_ Lymph Nodes \_\_\_\_\_  
Vision (with glasses) R \_\_\_\_\_ L \_\_\_\_\_ Nose \_\_\_\_\_  
Teeth \_\_\_\_\_ Throat \_\_\_\_\_  
Thyroid \_\_\_\_\_ Lungs \_\_\_\_\_  
Blood Pressure \_\_\_\_\_ Heart \_\_\_\_\_  
Abdomen \_\_\_\_\_ Hernia \_\_\_\_\_  
Neurological Exam \_\_\_\_\_  
Extremities \_\_\_\_\_  
Previous Psychiatric Treatment \_\_\_\_\_

C. Health Care Provider's Statement:

"I performed the above medical evaluation and found, to the best of my knowledge, him/her to be free from physical or mental impairments including habituation or addiction to depressants, stimulants, narcotics, alcohol, or other behavior-altering substances which might interfere with the performance of his/her duties or would impose potential risk to patients or personnel. The following active problems were identified, which might interfere with the performance of his/her duties."

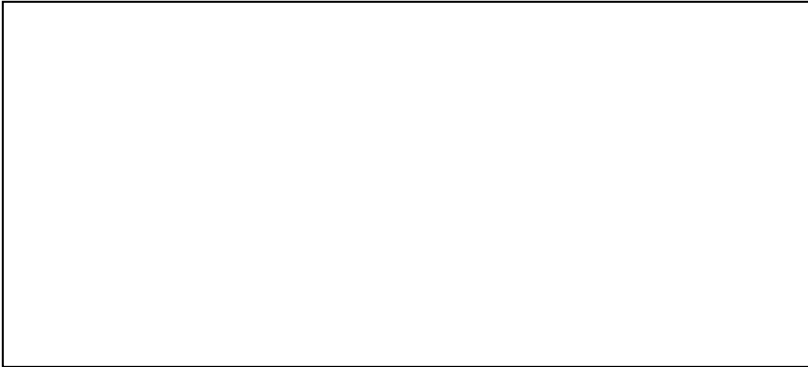
\_\_\_\_\_  
\_\_\_\_\_

**Physician/Office/Agency Stamp**

***\*Form will not be accepted without Physicians Stamp***

\_\_\_\_\_  
Health Care Provider's Signature

\_\_\_\_\_  
Date Phone Number



(Rev. 9/22)

***\*Form will not be accepted without Physicians Stamp***



# SUFFOLK COUNTY COMMUNITY COLLEGE

Michael J. Grant Campus at Brentwood

Occupational Therapy Assistant Program

## Student Learning Contract

A student learning contract supplements a student's academic work. It provides assistance in completing the objectives of a course. The implementation of a contract does not appear on a student's transcript. If an academic or professional behavior problem develops, students will be advised and counseled by their instructor. In the event the academic or professional behavior is not corrected, it is the instructor's prerogative to initiate the contract process. A student learning contract may be designed to assist the student in meeting course objectives. It may also be used to assist a student in correcting situations regarding fieldwork performance. A student's participation in the contract process demonstrates good faith by working to correct a problem.

## Policy on Extra Credit

As students are provided with ample opportunities to demonstrate their acquired knowledge, it is departmental policy that NO additional extra credit assignments be offered to students during or at the end of an academic semester (apart from regular course requirements). It is the instructor's discretion if they wish to include extra credit questions on exams/quizzes throughout the semester.

## Policy on Student Grade Grievances

Students may grieve a grade by first bringing their concerns to the course instructor. If that is unsatisfactory with the student, and once the course instructor has met with/counselled the student as to the reason for the grade, the student may reach out to the Academic Chair. If the student is still unsatisfied they may reach the department's Dean. If dissatisfaction continues, there is a formal SCCC Grade Grievance procedure with the Grade Grievance Committee listed in the SCCC college catalogue, and SCCC Student Handbook.

## Student Collaboration

Student to Student Collaboration: Students are to collaborate with each other. They are expected to participate in their education within the OTA Department as "Active Learners". This means formulating & regularly participating in group study sessions, and asking questions in class/office hours. This also means acting professional, responsible, and "pulling their own weight" in group assignments in each course.

Student to Faculty Collaboration (General Departmental Concerns): Faculty in the OTA Program value the system of student-faculty collaboration. Students are to bring any programmatic concerns to the Program Coordinator for discussion or clarification. Routinely, the Program Coordinator will call a meeting with students at least once a semester for providing students a forum to voice their concerns. Faculty request that students voice any concerns to them in a timely manner, so that they may receive clarification or resolution of their concerns. In order to voice and discuss concerns regarding departmental policies and procedures or curriculum issues, students may request to call a student-faculty meeting. If necessary, faculty may request the Academic Chair and/or Departmental Dean to be present as well during these sessions.

# Michael J. Grant Campus at Brentwood

## Occupational Therapy Assistant Program

### Student Progression

Students are required to attain a “C” or higher in all OTA courses. Students who do not meet academic or professional standards/requirements (including attendance requirements) will not receive sufficient grades to progress to the next semester. Students may need to withdraw from classes for personal or medical reasons, but may do so only once. Students who withdraw or fail an OTA course (“D+”, “D”, or “F”) may repeat the course only once in an effort to receive a grade of “C” or better. Students can only repeat ONE course in order to move forward in the curriculum. The repeating of a course would occur the following year, when the course was again offered. In the case of deficient grades, students are permitted to repeat only one OTA course. Students who fail an OTA course the second time or those who fail two separate OTA courses are permanently dismissed from the OTA program.

\*Students must **complete** all core education courses (including BIO132) before moving onto to Level II Fieldwork. Students who do not complete those courses, cannot progress to Level II Fieldwork.

Inadequate student performance on Level I or Level II Fieldwork will interrupt student progression within the program. (See “Student Status Termination”.) Level II fieldwork must be completed within 18 months of the completion of the academic portion of the program.

Students may need to interrupt their progression in the OTA program. In order to be readmitted, students must have their readmission evaluated by the OTA faculty. Readmission is based on available space, successful completion of required courses, academic history, time spent out of the program, and approval of the Program Coordinator. Any changes in the curriculum or program policies/procedures are applicable to any readmitted student. (See Policy for Returning Students)

### Computer Competency

Students in the OTA program are expected to learn and develop computer skills throughout the program. Throughout the program, students will be expected to demonstrate the following skills:

- Word processing and typing of progress notes, reports, and assignments.
- Use of the internet for research.
- Training in adaptive computer equipment.
- Use of PowerPoint for projects and assignments.
- Use of computer based programs, on-line format for clinical documentation
- There is a computer available for student use in the OTA Laboratory – MA327

Students will be required to perform online tasks for all classes. Technical help is available through the college computer centers. At times, it may become necessary for students to email their clinical supervisors. All students are required to attain a SCCC email account (free) for use in communication to professors and clinical supervisors. Email from personal email accounts is NOT acceptable while students are enrolled in the program.

### English Reading and Writing Proficiency Standard

The standard for medical documentation is in the English language. Students are required to write assignments for class and documentation on fieldwork in a professional manner, using proper English grammar, spelling, punctuation, English/Medical terminology, and syntax. Students who are found to have substandard skills in the above areas are required to attend tutoring from the college’s student support services (i.e. “Centers for Academic Excellence”) to meet this requirement.

Michael J. Grant Campus at Brentwood  
Occupational Therapy Assistant Program  
Policy for Returning Students

Students are often faced with various life circumstances. According to SCCC policy, students who have FULLY completed one or more than one semester of the OTA Program and are in good academic standing, are eligible to take a leave of absence. (As per SCCC policy, this option is not available to students who have not yet completed the first semester of the program, or those who are not in good academic standing.) Students who have opted to take a leave of absence for personal or medical purposes are allowed to return to the OTA Program under the following conditions:

- The student is in good academic standing at the time of enactment of the Leave of Absence.
- The student filed the appropriate form with the Admissions Office/ Registrar's office at the initiation of the Leave.
- The student understands that he/she must return to the same corresponding semester and same course sequence to appropriately complete the curriculum as documented in the SCCC College Catalogue, following guidelines approved by ACOTE.
- As per ACOTE/SCCC Guidelines, the student is out of the program on Leave for no more Than 18 months before returning date to the academic portion of the curriculum. (ACOTE Standard).
- If the student is in their second year of the program when the Leave is initiated, the student must return within 12 months. This will allow for the necessary time frame for completion of Level II Fieldwork by the 18 month guideline (see above). As per AOTA/SCCC Guidelines, the student must have all fieldwork requirements completed within 18 months of their academic coursework (ACOTE Standard).
- Students who wish to return past the above mentioned time frame must re-apply to the program, be re-admitted, and start the program from the first semester courses.
- Students, upon the desire/readiness to return to the the OTA Program, must contact the Program Coordinator to initiate the return process.
- It is up to OTA Faculty to asses a students "readiness" for return to the program. A meeting with faculty may be necessary to determine the student's readiness for return. Upon return, students are responsible and expected to meet all academic demands and rigor of the program for successful completion through academic coursework and fieldwork requirements.

**SUFFOLK COUNTY COMMUNITY COLLEGE**  
Michael J. Grant Campus at Brentwood

Occupational Therapy Assistant Program

Student Status Termination

A student may be dismissed from the program for the following reasons:

1. Academic failure

A student will be dismissed from the program after failing two OTA courses, or attempting a course and failing it after returning from the previous year's withdrawal. Academic deficits include serious inability to work with the instructor, failure to complete assignments, inability to adequately follow through with coursework, use of AI programs in substitution of one ones' work, employment, excessive or multiple lateness/absence, or failure to meet other course requirements as specified in the course outlines (See "Student Progression".)

2. Failure of Fieldwork I or II

See *Fieldwork Failure*, page 35 for a discussion of the fieldwork policy. Fieldwork failure is viewed as academic failure because fieldwork is always a component of a course. Fieldwork failure means failure of the associated course. Fieldwork failure is subject to the rules of *Student Progression*.

3. Failed Clinical Incident or Unprofessional Behaviors

Students are required to demonstrate a level of clinical reasoning, effective use of verbal and non-verbal communication, written documentation, accepting and following constructive feedback, and a mixture of "common sense" to ensure the safety of our patient-clients. A failed clinical incident is an event in the laboratory or fieldwork setting in which the behavior of a student is deemed by a faculty member or a fieldwork supervisor to be inappropriate or unprofessional, unsafe, harmful to clients, not following societal/cultural norms, or insubordinate to staff/instructor. A failed clinical incident is a breach of professional behavior. If appropriate, the initiated learning contract between the student and the OTA program faculty will follow to correct the problem. Failure to adhere to a learning contract will result in academic failure of the fieldwork experience AND the course.

# SUFFOLK COUNTY COMMUNITY COLLEGE

Michael J. Grant Campus at Brentwood

Occupational Therapy Assistant Program

## Student Priority Registration/OTA Course Registration Policy

All students enrolled in the OTA Program will participate in the Student Advisement and Priority Registration process for enrolling in the subsequent semester OTA courses. Students will meet with program instructors, as per Advisement procedures, and at that time register for OTA courses with the assistance of the Program Coordinator.

Students who can not register for their OTA courses at that time due to various “Holds” are required to clear them up, and have them removed during the Advisement Period, and meet with the Program Coordinator to register for the next semester’s coursework. Those students whos “Holds” can not be cleared up during this timeframe, (I.E. financial aide check release issues, etc.), will sign a form stating their understanding of what courses they are to register for.

### Laboratory Use

Students may request to use Occupational Therapy Assistant labs for studying, skill practice, or group presentation prep. Students must always adhere to the following:

- The lab is locked at all times except when under the supervision of faculty.
- The lab is never to be left open and unattended.
- No food in the lab is allowed except under the supervision of faculty (e.g., if needed for a lab assignment).
- No food waste is to remain in the lab (bring garbage can out into the hallway for disposal).
- Only OTA Program students are allowed to remain in the labs for studying.
- Students who use lab equipment are responsible for all parts, as well as replacing them if broken.
- Computer use in the lab is restricted to OTA faculty and students ONLY, and under the supervision of faculty.
- In case of an environmental emergency and the building must be evacuated, students are to follow the evacuation procedures posted near the door.
- Students are to follow proper infection control procedures when using hot/cold modalities, as well as proper hand washing procedures (posted near each sink in the lab.)

### Felony Background

#### **Criminal background checks and drug/alcohol testing**

Many Level I and II fieldwork sites are requiring criminal background checks on students. Drug/alcohol testing may be required at some fieldwork sites as well. Students are required to have a background check performed on themselves *prior to the start of the program*. Fieldwork/clinical sites may decline to accept individuals with a felony background. Students are responsible for the cost of these items or future checks, if necessary. The National Board for Certification in Occupational Therapy, Inc. (NBCOT) may deny certification based on a felony background, depending on severity and timeline of the felony occurrence. The NBCOT Qualifications Review Committee will consider each case on an individual basis. Students with a felony background who would like to clarify their status may contact NBCOT (see below). Also, students are recommended to contact the New York State Education Department (see below) to clarify their individual case for licensure. Students are required to submit a verification of completion to the OTA program for each of the following sites, not specific results by **Sept 1<sup>st</sup> annually**. Students are required to submit a verification of completion to the OTA program upon the application to run the background check on themselves on the SentryLink site. (Note: not specific results) by Sept. 1st annually. The web link is: <https://www.sentrylink.com>. There is a \$19.95 charge currently for this service.

#### **HIPAA and Infection Control Training**

Students in the second year of the program need to complete compliance training and upload the earned certificate received at the end of the training. Students should visit the following sites for

completing this training: [nlearning.org](http://nlearning.org) (HIPAA compliance) \$15.00 (subject to change)  
[nyrequirements.com](http://nyrequirements.com) (Infection control) \$17.00 (subject to change).

### Certification and Licensure

Upon graduation, students are eligible to sit for a certification exam given by the National Board for Certification in Occupational Therapy and to apply for New York State licensure through the New York State Education Department. The following information is provided for you should you have any direct questions. The faculty will prepare you for the application process when you are close to graduation.

#### National Board for Certification in Occupational Therapy, Inc. (NBCOT)

800 S Frederick Avenue, Suite 200  
Gaithersburg, MD 20877-4150  
(301) 990-7979  
<http://www.nbcot.org>

#### New York State Education Department

Office of the Professions  
Division of Professional Licensing Services  
State Education Building - 2nd floor  
89 Washington Avenue  
Albany, New York 12234  
(518) 474-3817; for license/registration status: same number, then press prompt #4,  
then #1. <http://www.op.nysed.gov/ot.htm>

### Professional Organizations

Students are required to become active in Occupational Therapy professional organizations. Student membership has its benefits, and is required for access to research materials and evidence-based practice information for coursework. Students are required to attain a Student AOTA Membership in the first year of the program. To join contact:

#### American Occupational Therapy Association (AOTA) and Accreditation Council for Occupational Therapy Education (ACOTE)

6116 Executive Boulevard, Suite 200,  
North Bethesda, MD 20852-4929  
(301)652-2682  
<http://www.aota.org>

You may also choose to be active via the:

#### New York State Occupational Therapy Association (NYSOTA)

90 South Swan Street  
Albany, NY 12210  
(518) 462-3717  
<http://www.nysota.org>

### Additional Information:

Students are required to purchase the majority of required textbooks in their first semester in the program. This is to ensure all students have necessary reference materials and will be used repeatedly in several courses. Also, students should be aware that there is an additional (approx.) fee of \$500.00 needed upon graduation to sign up for the NBCOT exam, plus a NYS licensure fee. The passing of this exam is required of all graduates before they receive their license to practice in NYS. Lastly, if a background check is required for fieldwork, students are responsible for this fee. Students 29 may need to have fingerprints registered

within the NYS education system for fieldwork purposes. The fee for NYS fingerprinting ranges in upwards of \$100.00.

## **SUFFOLK COUNTY COMMUNITY COLLEGE**

### **Michael J. Grant Campus at Brentwood**

### **Occupational Therapy Assistant Program**

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Blvd, Suite 200, East Bethesda MD, 20852-4929. ACOTE's telephone number, C/O AOTA, is (301) 652-AOTA or (301) 652-6611 x 2042. The web address is [www.acoteonline.org](http://www.acoteonline.org).

### Fieldwork

In addition to lecture and laboratory experiences, OTA students are required to participate in supervised fieldwork experiences off campus. Transportation to off-campus facilities is the responsibility of the student. The purpose of fieldwork is to provide opportunity for direct observation and application of academic knowledge. To date, Fieldwork sites range in this geographical area from Brooklyn to Southampton. Students should be prepared to attend any site assigned to them in between. Students should expect to travel up to 40-50 miles to fieldwork (one way).

You are a representative of SCCC at each and every fieldwork site. You are to demonstrate utmost professionalism. Fieldwork sites are not to be attended by students outside the scope of scheduled fieldwork visits. The only exception is when a site has a formal volunteer program and you are participating in that program strictly as a volunteer. Phone calls to fieldwork sites are only permitted when calling the sites is deemed helpful. Students will be given clear instructions about this by the faculty.

"Thou shall not whine," is one of the rules many fieldwork supervisors make for OTA students. Excessive or unrealistic complaints will be regarded as a breach of professional behavior and will reduce the final grade in OTA courses. The fieldwork experience is your bridge to the future. It is well worth demonstrating flexibility to get there.

### **Confidentiality**

As a student, you may have access to medical records and other information that is confidential. According to HIPAA (Health Insurance Portability and Accountability Act, 1996, Privacy and Security rules), you are required to keep this information confidential. No identifying information may be removed from a facility. In class, refer to an individual patient or client anonymously, by a different name, or by initials only. Students who breach this code of confidentiality on fieldwork may be terminated, resulting in a fieldwork failure. To protect your own confidentiality, you should not under any circumstances give personal information, your health or medical information, phone numbers, or addresses to clients during any fieldwork experience.

All information related to clients, caregivers, and guest subjects is considered confidential and should be discussed only in the privacy and context of the class, lab, or fieldwork assignment. When working with real or simulated clients, students should always be aware of client privacy, comfort, and dignity. Student information is also considered private. Students should not discuss grades or academic action plans with each other. Disregard of privacy or confidentiality is a breach of the Occupational Therapy Code of Ethics and Ethical Behavior and may result in students being placed on non-academic probation or being dismissed from the program.

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Rule serves to protect the privacy of individually identifiable health information.

*“Individually identifiable health information”* is information, including demographic data, that relates to:

- the individual’s past, present or future physical or mental health or condition,
- the provision of health care to the individual, or
- the past, present, or future payment for the provision of health care to the individual, and that identifies the individual or for which there is a reasonable basis to believe can be used to identify the individual.<sup>13</sup> Individually identifiable health information includes many common identifiers (e.g., name, address, birth date, Social Security Number).

( <http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html> retrieved 7.18.12)

Students must remember at all times to protect the privacy of their clients’ health information when communicating with classmates, faculty, or clinical staff. When preparing case presentations, papers, discussions, and reports, students must avoid disclosing information that could identify the subject. This includes subject’s name, date of birth, address, social security number, medical record number, and unauthorized photograph.

### Fingerprinting Policy for Fieldwork

Students are required to have their fingerprints taken and registered with NYS prior to any Pediatric and some Adult Level I and II Fieldwork. This process may take several weeks-months for completion. There is an approximate cost of \$100.00 for the filing of these prints. Fingerprinting procedures will be provided by the Fieldwork Coordinator.

## STUDENT STANDARDS FOR ACHIEVEMENT AND SUCCESSFUL COMPLETION OF ACADEMIC & FIELDWORK REQUIREMENTS

CANDIDATES SEEKING ENROLLMENT INTO AND COMPLETION OF THE OCCUPATIONAL THERAPY ASSISTANT PROGRAM AT SUFFOLK COMMUNITY COLLEGE MUST MEET THE SAFETY AND TECHNICAL STANDARDS IN THE FOLLOWING AREAS:

OBSERVATIONAL-COMMUNICATION, SENSORY/MOTOR, INTELLECTUAL-CONCEPTUAL, BEHAVIORAL-SOCIAL SKILLS ATTRIBUTES, AND TECHNOLOGICAL SKILLS.

OBSERVATION-COMMUNICATION: THE STUDENT MUST POSSESS AND DEMONSTRATE THE ABILITY TO EFFECTIVELY READ, COMMUNICATE (IN VERBAL, NON-VERBAL AND WRITTEN FASHION), AND OVERALL USE OF THE ENGLISH LANGUAGE. THIS INCLUDES APPROPRIATE USE OF GRAMMAR, TECHNICAL JARGON, AND SENTENCE SYNTAX. ADDITIONALLY, THE STUDENT MUST POSSESS THE SKILLS FOR THE FUNCTIONAL USE OF THE VISUAL, TOUCH, HEARING, AND SMELL SENSES WHICH ARE ESSENTIAL FOR MAINTAINING PATIENT-CLIENT SAFETY, ASSESSMENT, AND INTERVENTION. EXAMPLES OF OBSERVATION-COMMUNICATION INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING:

LISTENING TO HEART AND BREATH SOUNDS, AS IN TAKING BLOOD PRESSURE AND FEELING FOR HEART RATE/PULSE READINGS, FEELING FOR SKIN TEMPERATURE CHANGES, AND LISTENING DURING FUNCTIONAL COMMUNICATION.

RESPONDING TO ALARMS, CALL BELLS, AND OTHER FACILITY SYSTEMS.

SEEING AND VISUALIZING SIGNS OF DISTRESS/PAIN/ANXIETY VIA FACIAL EXPRESSIONS, SKIN COLOR CHANGES, AND OBSERVING THE QUALITY OF PATIENT PERFORMANCE DURING TREATMENT INTERVENTION SESSIONS.

DOCUMENTING ALL APPROPRIATE TREATMENT AND EVALUATIVE DATA AS REQUIRED, AS WELL AS ALL PERTINENT OBSERVATIONS NOTED.

OBSERVE CLIENT STATUS AS TO BODY FUNCTIONS AND ACTIVITY PERFORMANCE, POSTURES, AND MOVEMENTS IN A MANNER THAT IS CULTURALLY 31RELEVANT AND ADEQUATE TO COMPLETELY



ASSESS THE INDIVIDUAL'S FUNCTIONAL ABILITIES.

ACCURATELY OBTAIN CLIENT HISTORY AND FUNCTIONAL NEEDS, MAINTAIN CLIENT RAPPORT VIA VERBAL/NON-VERBAL COMMUNICATIONS, AND INTERACT EFFECTIVELY WITH ALL MEMBERS OF THE HEALTH CARE TEAM – FOLLOWING APPROPRIATE SOCIAL BOUNDARIES AND CULTURAL GUIDELINES.

**SENSORY-MOTOR:** THE STUDENT IS REQUIRED TO PERFORM GROSS AND FINE MOTOR MOVEMENTS, MAINTAIN BALANCE & EQUILIBRIUM AND CONSCIOUSNESS, AND POSSESS THE PHYSICAL STRENGTH/STAMINA TO PROVIDE ADEQUATE AND SAFE OCCUPATIONAL THERAPY ASSISTANT INTERVENTION. THESE SKILLS ARE REQUIRED AND ARE CRUCIAL FOR TODAY'S DEMANDING HEALTH CARE SYSTEM. EXAMPLES OF SENSORY/MOTOR SKILLS INCLUDE, BUT NOT LIMITED TO:

TRANSFERRING PATIENTS INTO/OUT OF A WHEELCHAIR, BED, SOFA, THERAPY MAT, COMMUNE, TOILET, CAR, ETC. IN ALL SETTINGS (PEDIATRIC, ADULT, AND GERIATRIC).  
PROTECT, RESPOND RAPIDLY AND MOVE PATIENTS FROM AN AREA IN THE EVENT OF A FIRE, BOMB SCARE, DISASTER, OR RAPID CHANGES IN FUNCTIONAL STATUS (I.E. EMERGENCY SITUATIONS SUCH AS LOSS OF BALANCE/FALLS, CARDIAC ARREST, SHORTNESS OF BREATH, ETC.).  
MAINTAIN CONTINUITY OF THERAPEUTIC STRATEGIES WITHIN THE LAB AND ACCORDING TO THE FIELDWORK FACILITY (I.E. SITTING ON AND GETTING UP RAPIDLY FROM THE FLOOR OR THERAPY MAT FOR RENDERING PATIENT-CLIENT INTERVENTION, OR FOLLOWING AFTER A RUNNING CHILD IN A PEDIATRIC THERAPEUTIC GYM).  
PERFORM SKILLS REQUIRING DEXTERITY AND FINE MOTOR COORDINATION (I.E. MANIPULATING ASSORTED HOME AND KITCHEN EQUIPMENT /DEVICES IN AN ADL ENVIRONMENT, OPENING & CLOSING CLOTHING FASTENERS DURING DRESSING AND BATHROOM SKILL TRAINING, PROVIDE HAND-OVER-HAND GUIDING FOR THE APPROPRIATE LEARNING OF SKILLED MOVEMENTS, ETC.).  
PUSH AND MANEUVER PATIENT-CLIENTS IN WHEELCHAIRS TO AND FROM THERAPEUTIC AREAS, AS WELL AS THE TIMELY REMOVAL OF CLIENTS IN THE EVENT OF A DISASTER OR FIRE.

**INTELLECTUAL-CONCEPTUAL:** THE STUDENT MUST POSSESS DIRECTION-FOLLOWING (VERBAL AND NON-VERBAL), PROBLEM-SOLVING, APPLY CRITICAL THINKING AND REASONING SKILLS, ESTABLISH TREATMENT PLANS ON A CASE-BY-CASE BASIS, SET PRIORITIES, ADHERE TO CULTURAL NORMS OF CLINICAL SETTINGS AND OF OUR PATIENT-CLIENTS, AND ANALYZE/SYNTHESIZE OBJECTIVE & SUBJECTIVE DATA. DEMONSTRATING APPROPRIATE "ON THE SPOT" LOGIC AND QUICK CRITICAL REASONING SKILLS ARE REQUIRED FOR ALL OT AND OTA PROFESSIONALS, REGARDLESS OF SETTING. EXAMPLES OF INTELLECTUAL-CONCEPTUAL SKILLS INCLUDE, BUT ARE NOT LIMITED TO:  
DETERMINING APPROPRIATE THERAPEUTIC ACTIVITIES (TREATMENT) AS PER INDIVIDUAL PATIENT-CLIENT NEEDS AND OCCUPATIONAL THERAPY THEORY  
CHANGING AND ADAPTING THERAPEUTIC MEDIA AND OVERALL TREATMENT AS PER PATIENT-CLIENT FUNCTIONAL STATUS CHANGES  
QUICKLY ADAPT CONVERSATION OR BEHAVIOR AND RESPOND APPROPRIATELY AS CLASSROOM AND CLINICAL SITUATIONS DEEM  
DETERMINING APPROPRIATELY WHEN AND HOW TO ADHERE/FOLLOW SAFETY PROCEDURES & PRECAUTIONS  
UTILIZE INSTINCT AND PERSONAL AWARENESS FOR IDENTIFICATION OF THE NEED TO CHANGE TREATMENT ACTIVITY INTERVENTION, OR ALTER BEHAVIOR ACCORDINGLY AS THE SITUATION DEEMS

**BEHAVIOR-SOCIAL:** THE STUDENT MUST POSSESS EMOTIONAL STABILITY AND FLEXIBILITY, WHICH WILL ENABLE THEM TO DEVELOP AND ADOPT EFFECTIVE PERFORMANCE BEHAVIOR UNDER STRESSFUL SITUATIONS. THIS INCLUDES COMING TO CLASS PREPARED FOR LEARNING WITH ALL COMPLETED ASSIGNMENTS, BEING OBSERVED BY LEVEL I OR II FIELDWORK SUPERVISORS, INTERACTIONS WITH PEERS AND SUPERVISORS IN A POSITIVE MANNER, ADAPT TO CHANGING ENVIRONMENTS, EXERCISE SOUND JUDGMENTS, COMPLETE ASSIGNMENTS/DOCUMENTATION AND ASSESSMENTS IN A TIMELY MANNER, DEVELOP SENSITIVE INTERPERSONAL RELATIONSHIPS WITH PATIENT-CLIENTS AND THEIR FAMILY MEMBERS, AND STAFF MEMBERS AS REQUIRED IN

INCLUDE, BUT NOT LIMITED TO:  
EXPRESSING EMPATHY AND WARMTH WHEN APPROPRIATE  
THINK AND ACT RATIONALLY DURING A CRISIS OR STRESSFUL SITUATIONS  
ACCEPT AND GIVE CONSTRUCTIVE CRITICISM TO/FROM PEERS, INSTRUCTORS, SUPERVISORS, AND OTHERS RESPONSIBLE FOR OT AND OTA INTERVENTION AND COURSEWORK  
MAINTAIN CONFIDENTIALITY AND HIPPA GUIDELINES  
PROVIDE FEEDBACK TO PATIENT-CLIENTS IN AN APPROPRIATE MANNER DURING TREATMENT INTERVENTIONS  
DEMONSTRATE APPROPRIATE BEHAVIOR TOWARD PATIENT-CLIENTS, FAMILY MEMBERS, STAFF, AND PEERS ACCORDING TO SOCIETAL NORMS  
FOLLOW ETHICAL AND PROFESSIONAL GUIDELINES AS DOCUMENTED BY THE FIELDWORK FACILITY, NBCOT, AOTA, ACOTE, NEW YORK STATE DEPARTMENT OF EDUCATION, AND SUFFOLK COUNTY COMMUNITY COLLEGE

\*ITEMS LISTED ABOVE ARE BASED ON REQUIREMENTS OF CLINICAL, AOTA/ACOTE, AND SUNY GUIDELINES.

**SUFFOLK COUNTY COMMUNITY COLLEGE**  
Michael J. Grant Campus at Brentwood  
Occupational Therapy Assistant Program

Level I Fieldwork

Fieldwork placements for first-semester students are called Introductory Fieldwork Observations (IFO'S). IFO's are in conjunction with OTA 101: Introduction to Occupational Therapy. There may be one or more visits of two hours each. Visits are considered out-of-class assignments and are not to be scheduled during class time.

According to the "Guidelines for Occupational Therapy Fieldwork," the American Occupational Therapy Association standards describe the goal of Level I Fieldwork as introducing students to the fieldwork experience and developing a basic comfort level with, and understanding of, the needs of clients. Level I Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the OT process."

According to the "Guidelines for Occupational Therapy Fieldwork," settings may be with a variety of client populations. Experiences may include those directly related to occupational therapy, as well as other settings that will enhance an understanding of developmental stages, tasks, and roles of individuals throughout the life span. Day-care centers, homeless shelters, community mental health centers, and therapeutic activity or work centers are among the possible sites. Populations may include disabled or well populations or age-specific or diagnosis-specific experiences.

Level I Fieldwork experiences are conducted in conjunction with the Occupational Therapy Media and Application course sequence. At each setting, you will be required to complete a total of 48 hours for each course. In addition, assignments will be given by the instructor to facilitate learning objectives during the placements. Seminar time will be allotted during each course to integrate experiential learning during fieldwork time.

Students will receive their first Level I Fieldwork placements in the spring of their first year, during OTA118: Occupational Therapy Media and Applications I. OTA118 focuses on occupation

from birth through adolescence. Level I Fieldwork that semester will be within a setting that supports this stage of the lifespan.

During the summer semester, you will attend Level I Fieldwork during the OTA131: Occupational Therapy Media and Applications II course. This course focuses on occupational therapy with adults. Fieldwork settings may include psychosocial, physical disabilities, and other adult practice areas.

The fall of year 2 concludes your Level I Fieldwork experience during OTA 201: Occupational Therapy Media and Applications III. You may be placed in settings that service older adults.

Each semester requires a completion of 24 hours of Level I Fieldwork for a total of 72 hours. Sites are assigned at the first meeting of each course by the academic fieldwork coordinator. Based on availability, the fieldwork coordinator may provide students with their fieldwork assignments in the last week of the prior semester. There are no guarantees regarding site locations or requests. If you have a severe hardship which must be considered in your fieldwork placement, please bring this to the attention of the academic fieldwork coordinator prior to the upcoming semester. Please prepare your work supervisors and your families now for the need to fulfill this obligation when you take these courses.

Your performance during Level I Fieldwork will include an evaluation by your site supervisor (page 27). Failure in a Level I Fieldwork evaluation will result in a grade of “Incomplete” and subsequent failure in the course unless the fieldwork assignment is repeated successfully. Failure of a Level I Fieldwork assignment can occur from a demonstration of poor professional behavior or incomplete fieldwork attendance. Failure of a Level I Fieldwork experience requires a successful repetition of the fieldwork (**does not necessarily result in course failure the first time.**) Two failed Level I Fieldwork experiences will result in an automatic failure in the course and results in program termination. After the first failure, a student learning contract will be implemented and stipulations for passing will be defined.

**Completion of all necessary level I fieldwork is required prior to level II fieldwork. No Level I Fieldwork may substitute for Level II experience.**

**CLINICAL PLACEMENT IN LEVEL I AND II IS  
GUARANTEED, CLINICAL SITE LOCATION OR SETTING  
TYPE IS NOT.**

# Suffolk County Community College

## Occupational Therapy Assistant Program

### Level I Fieldwork Student Evaluation

**Student Name:** \_\_\_\_\_

**Dates of Fieldwork:** \_\_\_\_\_

**Site:** \_\_\_\_\_

The student is expected to seek information, observe daily facility routines, help with program activities, interact with clients, carry out tasks requested by staff, and demonstrate professional behaviors. Please indicate the student's performance on each professional item using the rating scale below. (Circle the appropriate number.)

1 = <i>Well Below Standards</i>	Performance is well below acceptable standards.
2 = <i>Below Standards</i>	Performance is weak; student does not modify behavior in response to feedback.
3 = <i>Meets Standards</i>	Performance meets requirements and is consistently acceptable.
4 = <i>Exceeds Standards</i>	Performance surpasses requirements. At times, performance is exceptional.
5 = <i>Far Exceeds Standards</i>	Performance far exceeds standards that can be expected from any student.

Presents with a professional appearance, attire, and professional conduct.	1	2	3	4	5
Is punctual.	1	2	3	4	5
Budgets time appropriately and efficiently.	1	2	3	4	5
Interacts with clients in an appropriate manner, sensitive to cultural diversity.	1	2	3	4	5
Interacts with staff professionally and respectfully.	1	2	3	4	5
Asks appropriate questions, using critical thinking skills.	1	2	3	4	5
Seeks guidance when necessary, follows appropriate chain of command.	1	2	3	4	5
Able to give, seek, receive, and respond to constructive feedback.	1	2	3	4	5
Demonstrates appropriate use of body language and non-verbal communication.	1	2	3	4	5
Uses effective communication, speaks clearly, and makes eye contact.	1	2	3	4	5
Demonstrates ability to respect confidentiality and other clients' rights.	1	2	3	4	5
Does tasks as expected or requested by staff.	1	2	3	4	5
Demonstrates observation skills.	1	2	3	4	5
Discusses clients' goals and treatment/activities with staff.	1	2	3	4	5
Demonstrates or discusses safety awareness.	1	2	3	4	5
Takes initiative to self direct and correct own learning, seeks new knowledge and understanding, and shows a positive and motivated manner.	1	2	3	4	5

*Please use reverse side for comments. Grading is based on Pass/Not-Pass, and numerical indicators are used for student feedback and professional growth.*

\_\_\_\_\_ The student has performed satisfactorily (**no more than two items below "3"**)

\_\_\_\_\_ The student has performed unsatisfactorily (**more than two items below "3"**)

Supervisor name: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_ (Indicates student has read evaluation.)

Return form to: Michele Gentile, MS, OTR/L, Fieldwork Coordinator,  
Occupational Therapy Assistant Program, Suffolk County Community  
College, 35

MA 308, Crooked Hill Road, Brentwood NY 11717

Suffolk County Community College  
Occupational Therapy Assistant Program - Fieldwork Sign-In Form

Name \_\_\_\_\_ Level \_\_\_\_\_ Site \_\_\_\_\_

	Date	Time In	Time Out	Lunch/Break Time	Total Applicable Time	Student Initials	Supervisor Initials
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
31							
32							
33							
34							
35							
36							
37							
38							
39							
40							

# SUFFOLK COUNTY COMMUNITY COLLEGE

Michael J. Grant Campus at Brentwood

## Occupational Therapy Assistant Program

### Level II Fieldwork

After the didactic portion of your program, you will be required to complete at a minimum of 16 weeks of full-time level II fieldwork. The purpose of level II fieldwork is to prepare you for competent entry-level practice. Students are scheduled for their level II fieldwork during their final semester. Please note: those requesting a Pediatric Level II setting may be required to finish a week behind the remainder of the class due to school district closings for Spring Break or other Holiday recess. Level II Fieldwork occurs in two sessions (January – March and March – May). The two sessions are in conjunction with two courses: OTA211 and OTA212, Clinical Practice I and Clinical Practice II.

“Full-time,” in terms of working hours per week required, is defined by the agency/setting. Students need to prepare themselves to attend from approx. 7:30 or 8:00 a.m. - 4:00 p.m. (Monday-Friday). **This does not include transportation time.** Working during this period is not recommended and is impossible for many students. Plan now for any special arrangements you may need, such as transportation or day care, and financial implications. (Placements will be given at the first opportunity once availability is determined and will be assigned by the academic fieldwork coordinator.) Fieldwork placement is guaranteed, not setting, nor location.

A *Personal Data Sheet* must be completed by all students by October 1, Year 2, to the academic fieldwork coordinator. The form is submitted to each level II site. The form must be legible (typed) and neat.

Students assigned to a Level II fieldwork in Pediatrics are required to have an official background check, possibly completed through and registered by the NYS Board of Education. Part of this background check may involve the registration of fingerprints. All students who are required to do so will complete and submit their finger printing verification and registration with the NYS Department of Education. During the fall semester of their second year in the program, students will sign-off stating that they have completed this item. This process can be lengthy and must be fully executed prior to any Level II fieldwork. Some Level I fieldwork settings may require fingerprinting as well. Therefore, this process must be completed early. There is an administrative fee of approx. \$100.00-120.00, charged by the NYS Dept. of Education that must accompany the application process. It is the student's responsibility to pay any associated fees. Information regarding this can be obtained by reviewing NYS Dept. of Education at <http://www.highered.nysed.gov/tcert/teach/>

Students assigned to an outpatient clinical setting may be required to purchase individualized access to the facilities' electronic documentation system. This technology fee charge may be 120.00 for the 8-week placement.

# SUFFOLK COUNTY COMMUNITY COLLEGE

Michael J. Grant Campus at Brentwood

## Occupational Therapy Assistant Program

### Fieldwork Level I and II Clothing Attire Policy

When attending any Level I or Level II Fieldwork internship setting, it is SCCC policy that all students wear a lab coat as part of their professional attire. For Fieldwork settings where lab coats are not feasible, students are instructed to inform the Fieldwork Coordinator and follow the guidelines of the facility. The Fieldwork Coordinator will verify this with the site.

The Program has a few lab coats available as part of the Programs' equipment and resources. Students who cannot financially afford to purchase or acquire a lab coat may sign out one owned by the Program. Students who utilize a department lab coat are responsible for laundering and ironing the coat upon its return to the Program. Students are responsible for returning the lab coats upon completion of their Fieldwork placement; students with borrowed lab coats not returned in a timely fashion are responsible for replacing the item to the department. Lab coats not returned are considered "stolen", whereas stealing departmental property is considered a breach of professional conduct. This may have implications on academic standing within the department. (See "Student Progression".)

### Fieldwork Attendance Policy

Students are required to attend all scheduled fieldwork days as indicated. Punctuality and attendance are strong indicators of professional behavior.

Students are only allowed one absence per semester of level I fieldwork. Students are required to complete forty-eight hours. Failure to do so will result in an incomplete or failure of the course.

During level II fieldwork, students are allowed up to two absences per setting. The fieldwork supervisor, in conjunction with the academic fieldwork coordinator and student, will determine how the missed time will be made up.

#### **When calling facilities to report lateness or absence:**

1. Give your full name and identify yourself as an OTA student from Suffolk County Community College.
2. Provide the day and time you were scheduled to arrive.
3. Apologize in a brief, professional manner.
4. Make arrangements for a make-up date, if required.
5. If possible, obtain the name of the person taking your message.

***It is the student's responsibility to call back as many times as necessary to complete the new arrangements.*** The fieldwork will be incomplete until the full number of hours/weeks are completed.

Students are required to complete fieldwork attendance log sheet(s) and return them to the AFC.

After contacting the site, the course instructor and academic fieldwork coordinator must be contacted as well.

### Graduation Forms Policy

Students are required to apply for "graduation" as per SCCC/Registrar's Office policy through their Degree Works account. Students should submit their completed NYS Office of Professions "Form 2" (for future NYS license) no later than 2 weeks prior to the end of the semester in which they intend to graduate to the Program Coordinator. Students who do not do so may delay not only graduation, but also future licensure and employment as an OTA after passing the NBCOT Exam.



**SUFFOLK COUNTY COMMUNITY COLLEGE**  
Michael J. Grant Campus at Brentwood

Occupational Therapy Assistant Program

Problems during Fieldwork

Some students experience a variety of difficulties during the fieldwork experience. These range from personality conflicts to problems with communication, to student deficiencies in preparation, performance, or behavior. Professional behavior must be maintained at the fieldwork sites. Any behavior which is seen by the fieldwork supervisor as substandard, inappropriate, unsafe, harmful to patients, or excessively insubordinate to staff or instructor may result in a failure.

The majority of problems are resolved between the student and the site supervisor. Students are expected to be professional and to work out any problems directly with the site supervisor. However, if these attempts fail and the problem is too serious, students should communicate using the appropriate chain of command. First, they should speak with their direct fieldwork supervisor and then the assigned fieldwork coordinator at the site. Students will then immediately contact the academic fieldwork coordinator to discuss the situation and to receive guidance. The site may also use the support of the academic fieldwork coordinator when trouble arises with student performance or behavior. The academic fieldwork coordinator is a moderator between the site and the student. If necessary, a student learning contract, as previously discussed, will be initiated. The academic fieldwork coordinator notifies the program coordinator of all situations.

A concern or problem should only be presented to fieldwork supervisors or faculty with professionalism. This means an accurate description of the issue coupled with a rein on excessive emotion. We can work out most problems in fieldwork through professional communication. College staff will collaborate with the fieldwork supervisors regarding problems which are less serious. A plan of correction will be developed.

During fieldwork, students are assigned a faculty member for the specific course. Students may seek guidance from the faculty at any time.

# SUFFOLK COUNTY COMMUNITY COLLEGE

Michael J. Grant Campus at Brentwood

## Occupational Therapy Assistant Program

### Early Dismissal of Fieldwork

Fieldwork may be terminated at any time by the OTA program coordinator, the academic fieldwork coordinator, or at the request of the clinical site. Early dismissal may occur in any of the following situations:

- Student's performance poses a safety threat to clients or staff.
- Student attends fieldwork under influence of alcohol or illegal drugs.
- Student's behavior is unprofessional, rude, or insensitive.
- Student's knowledge and skills are deemed inadequate to meet the basic requirements for the site, including use of AI in place of independent assignments or clinical documentation skills.
- Student's performance is not considered "entry-level" (Level II Fieldwork only).

The site supervisor reserves the right to remove a student from the clinical facility at any time during the fieldwork experience. In such instances, the site supervisor or fieldwork coordinator at the site will immediately notify the academic fieldwork coordinator, who will then inform the program coordinator. The Academic Fieldwork Coordinator or OTA Program Coordinator may withdraw or "pull" a student from a Level I or Level II Fieldwork experience for any of the above reasons, or if it is deemed best for the overall student learning to discontinue the placement. Depending on the cause for the fieldwork discontinuation, the student may or may not "fail" the clinical experience. The student is required to be placed in a different site to complete requirements.

### Fieldwork Withdrawal

Any student who wishes to withdraw should contact the course instructor and academic fieldwork coordinator immediately. Possible reasons for withdrawal may be illness, injury, financial hardship, or personal reasons. A student must receive permission to withdraw from the course from the academic fieldwork coordinator and program coordinator. Students who withdraw from the fieldwork withdraw from the course. Course withdrawal follows policies outlined in the *SCCC Student Handbook*. Course withdrawal will result in interruption of the program sequence (refer to page 17). In these instances, students who withdraw will need to wait until the course is offered again the following year in order to resume the proper course sequence.

**SUFFOLK COUNTY COMMUNITY COLLEGE**

Michael J. Grant Campus at Brentwood

Occupational Therapy Assistant Program