Student Handbook

Occupational Therapy Assistant Program

Kinney College of Nursing and Health Professions

2026-2027

Version 26.7

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Current Handbook
All students will receive access to a copy of the current Occupational Therapy Assistant (OTA) Program Student Handbook during the fall semester after admission to the OTA program. The student is responsible for obtaining and reviewing updated versions of the handbook, which will be available on the OTA website.

The Occupational Therapy Assistant Program

Welcome

Welcome to the start of an exciting and transformative journey! As you embark on your studies in the Occupational Therapy Assistant (OTA) Program, you are stepping into a field that is both rewarding and impactful. This handbook is designed to guide you through your educational experience, offering you valuable information and resources to support your success.

Occupational therapy is a profession dedicated to helping individuals of all ages achieve their highest level of function and independence in their daily lives. As Occupational Therapy Assistants, you will play a crucial role in this process, working closely with Occupational Therapists to provide patient-centered care that enhances the quality of life for those you serve.

The Importance of Student Learning
Your time in the OTA Program is not just about acquiring knowledge; it's about immersing yourself in the essence of the occupational therapy profession. The learning experiences you engage in will shape your clinical skills, ethical practices, and professional attitudes. This educational phase is a foundation upon which you will build your future practice.

- ***Building Competence and Confidence***
  Your coursework, clinical rotations, and hands-on training are designed to equip you with the knowledge and skills necessary for effective practice. Mastery of these competencies is vital for providing high-quality care and for becoming a trusted member of the healthcare team.
- ***Understanding the Profession***
  Occupational therapy is unique in its holistic approach to health and well-being. Through your studies, you will gain a deep understanding of how various factors influence a person's ability to engage in meaningful activities. This knowledge will empower you to create and implement interventions that are both innovative and effective.
- ***Professional Growth***
  The OTA Program emphasizes not only clinical skills but also professional behaviors, ethics, and communication. Embracing these aspects will help you build strong relationships with clients, colleagues, and other professionals. Your commitment to ongoing learning and self-improvement will be key to your long-term success and fulfillment in the field.
- ***Impact on Client***
  At the heart of occupational therapy is the desire to make a positive difference in people's lives. By dedicating yourself to your studies and applying what you learn with empathy and dedication, you will directly contribute to improving your clients' independence, self-esteem, and overall quality of life.

Your role as an OTA student is a blend of learning, reflection, and application. Embrace every opportunity to expand your knowledge, hone your skills, and grow both personally and professionally. The journey ahead will be challenging, but it will also be incredibly rewarding. Remember that every lesson learned and every skill developed brings you closer to becoming a skilled and compassionate Occupational Therapy Assistant.

We are thrilled to have you join our program and look forward to supporting you every step of the way. Welcome to a profession that is as fulfilling as it is essential. Let's embark on this journey together with enthusiasm and commitment!

History

Starting an occupational therapy assistant program has been part of the University of Southern Indiana's College of Nursing and Health Professions' strategic plan since 1991 and a fundamental goal of the Occupational Therapy Assistant Program's Advisory Council. That the subsequent implementation of the occupational therapy assistant program was an integral aspect in the design of the baccalaureate curriculum is evidenced on page 40 of the *Occupational Therapy Program Self Study Report Revised* (1993), "With plans of augmenting the occupational therapy baccalaureate program by adding an occupational therapy assistant program at some time in the future . . ."

The first draft of the occupational therapy assistant curriculum was completed in December 1993 after two revisions in 1994 and early 1995 with Occupational Therapy Program Advisory Council and Fieldwork Supervisors' Council input. The founding director, Dr. Aimee J. Luebben, EdD, OTR/L, FAOTA, wrote *Proposal for an Associate of Science Degree in Occupational Therapy Assisting at the University of Southern Indiana* which was approved by the College of Nursing and Health Professions' Instructional and Student Affairs Committee in the fall of 1995. During the winter and spring of 1996, the proposed occupational therapy assistant curriculum moved through various university committees including Curriculum Committee, Academic Planning Council, and Faculty Senate before being approved by the University Of Southern Indiana Board of Trustees. Outside the university, *Proposal for an Associate of Science Degree in Occupational Therapy Assisting at the University of Southern Indiana* was approved by the Work Force Development Committee in April 1996 and the Indiana Commission for Higher Education in July 1996.

After the Indiana Commission for Higher Education granted approval for the proposed occupational therapy assistant degree, the occupational therapy curriculum was divided into two programs: Occupational Therapy Program and Occupational Therapy Assistant Program in August 1996. For the Accreditation Council for Occupational Therapy Education, the director wrote *University of Southern Indiana Occupational Therapy Assistant Program's Development Plan* and submitted the document in October 1996. In December 1996 the Occupational Therapy Assistant Program received Developing Program Status from the Accreditation Council for Occupational Therapy Education. On May 15, 1997, the Indiana State Legislature approved occupational therapy assistant curriculum at the University of Southern Indiana and allocated funding.

For the Accreditation Council for Occupational Therapy Education, the director wrote the *Occupational Therapy Assistant Program's Self-Study Report* in July 1997. Two new faculty members, Hahn C. Edwards, MA, MS, OTR/L, Assistant Professor and Advising Coordinator and Mary Metzger Edwards, RN, OTR, Instructor and Fieldwork Coordinator, began working at the University of Southern Indiana on August 1, 1997. The first class of students the OTA Class of 1998, started their sequence of occupational therapy assistant courses on Tuesday, September 2, 1997. Two additional Accreditation Council for Occupational Therapy Education events followed: submission of the *Occupational Therapy Assistant Program's Self Study Report-Revised* in April 1998 and the on-site evaluation June 8-10, 1998.

The associate degree curriculum successfully completed the process for initial accreditation in the 1998-1999 school year. During the on-site visit on June 8-10, 1998, the evaluation team commended faculty "for their energy, enthusiasm, and commitment to excellence in providing an innovative, creative, and supportive learning environment" and commended students' "ability to participate as active, independent learners." In addition, the team recognized various curriculum aspects including the capstone conferences, the Advanced Role Practicum, journaling, portfolios, and the OT/OTA collaboration curriculum strand. The Accreditation Council for Occupational Therapy Education (ACOTE) granted initial accreditation to the associate degree curriculum on August 8, 1998.

As part of the continuing accreditation process required for all occupational therapy and occupational therapy assistant programs, the University of Southern Indiana Occupational Therapy Assistant Program initiated a self-study that was submitted to the Accreditation Council for Occupational Therapy Education (ACOTE) in February 2003. An on-site evaluation was conducted in May 2003, and full five-year accreditation was granted by ACOTE in August 2003.

In June 2007, a subsequent self-study was submitted to ACOTE, followed by an on-site evaluation in September 2007. In December 2008, the program was granted full 10-year accreditation.

A self-study was completed again in 2017, and the program was granted reaccreditation for seven years in 2018. An interim report was successfully submitted in 2021 as part of the ongoing accreditation cycle.

Most recently, the USI Occupational Therapy Assistant Program completed another comprehensive self-study in 2025, followed by an on-site reaccreditation review in June 2025. As a result of this successful review, the program was awarded a full 10-year reaccreditation by ACOTE, the maximum accreditation period possible, reflecting the program's continued excellence and commitment to high-quality occupational therapy assistant education.

Vision

The vision of the USI OTA Program, guided by the University of Southern Indiana and the Kinney College of Nursing and Health Professions is to:

"Empower students with the knowledge, skills, and empathetic understanding essential for excellence in diverse occupational therapy settings, fostering innovation in client-centered care, and making a meaningful impact on individuals and communities through transformative therapeutic practices."

The University of Southern Indiana, the Occupational Therapy Assistant Program promotes academic and professional excellence by preparing students to become credentialed occupational therapy practitioners at the entry level. At the time of their graduation the student will have acquired an education founded in liberal arts and sciences and has been exposed to a variety of service models and systems that are commonly used in the current occupational therapy service delivery. The student will have an understanding of the importance of diversity in the delivery of interventions to assigned populations. The student will be articulate in adherence to ethical standards, values and attitudes of occupational therapy practice. The student will verbalize and demonstrate an understanding of the roles and responsibilities of occupational therapists as they relate to occupational therapy assistants. The student will value the role of a lifelong learner and the importance of remaining current in the practice of occupational therapy. Faculty demonstrate leadership in occupational therapy education, scholarship, and service by sharing their expertise through innovative teaching strategies, presentations, publications, creative works, service provision, collaboration, consultation, and political action to enrich the occupational therapy profession.

The faculty of the University of Southern Indiana abides by the current code of ethics of the profession of occupational therapy.

Mission Statement for the Occupational Therapy Assistant Program

The mission of the USI OTA Program, guided by the University of Southern Indiana and the Kinney College of Nursing and Health Professions is to:

"The Occupational Therapy Assistant Program at the University of Southern Indiana is dedicated to providing exceptional education within an engaged learning community. We prepare our students to be compassionate and skilled professionals who can navigate and contribute to diverse and dynamic healthcare environments. By fostering critical thinking, cultural competence, and a commitment to lifelong learning, we empower our graduates to lead and make meaningful, positive contributions to their communities and the global society."

The mission of the USI OTA program will be fulfilled by meeting the following objectives:

I. *Provide knowledge and skills necessary for an entry-level occupational therapy assistant generalist*
II. *Through a variety of learning activities provide educational experiences necessary to meet societal needs for service provision.*
III. *Promote the education of culturally competent practitioners*
IV. *Promote professional development in occupational therapy assistant faculty and occupational therapy practitioners that leads to the value of lifelong learning*
V. *Promote excellence in occupational therapy education, scholarship, and service through leadership, collaboration, consultation, and partnerships with service providers.*
VI. *Provide support to the community through advocacy for the profession and client population, service activities, organizational involvement, and political action.*
VII. *Institute a caring environment in which occupational therapy assistant students, faculty, and community service providers work together to optimize their personal and professional development.*

Philosophy

The University of Southern Indiana Faculty strives to produce lifelong learners who are effective leaders within the field, who are eager to collaborate to better the outcomes of whom they serve within an all-inclusive and culturally responsive environment (AOTA, 2017b)

The faculty members of the Occupational Therapy Assistant Program at the University of Southern Indiana hold the following beliefs about the person, occupational therapy, and education. These beliefs are congruent with the mission of the University of Southern Indiana and serve as the foundation for the curriculum and selection of instructional methods and practices.

Each person is a unique, active, and complex being of worth and dignity. Human behavior consists of a dynamic interaction between the individual, the environment in which they exist and the demands of occupation. The individual is holistic in nature and shares with other humans, certain performance skills, patterns, and areas of occupation across a variety of contexts. For each person, engagement in occupation is a unique interplay of client factors, activity demands and performance patterns. The engagement in occupation of the individual may be interrupted at any time throughout the lifespan by personal and environmental factors (AOTA, 2020)

Occupational therapy is the art and science of enhancing an individual's overall engagement in occupation by facilitating the development or learning of essential performance component skills, by diminishing or

correcting pathology which reduces engagement in occupation, or by promoting and maintaining wellness or balance in areas of occupation in persons, groups, or populations. Occupational therapy practitioners use the terms occupation and activity in framing or explaining daily life tasks or pursuits. Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society (AOTA, 2017a). The term activity differentiates from occupation in that activity describes a more generalized set of tasks or human activities that are goal driven. The focus and outcome of occupational therapy are clients' engagement in meaningful occupations that support their participation in life situations (AOTA, 2017a).

The term *occupation* is used to indicate the individual's purposeful use of attention, interest, energy, and time to engage and participate in occupational performance areas. The primary focus of the profession is the enhancement of the capacity engagement in occupation, occupational therapy practitioners are concerned with factors that promote, influence, or enhance areas in of occupation as well as with those factors that serve as barriers or impediments to the individual's ability to function across the lifespan.

Education directs and facilitates learning which is valued as a lifelong process promoting competence and scholarship. Learning is the active, continuous process of gaining new knowledge and skills which bring about actual or potential changes in the way of viewing the world. New learning (a function of motivation and readiness) builds on previous levels of knowledge and experience. Learning is facilitated when activities are goal directed, purposeful, and meaningful for the learner. Learning progresses in an orderly fashion beginning with the introduction of knowledge. Comprehension and application are the steps that follow. As the student progresses through the program the process of critical thinking develops. With this in mind, frames of reference emphasizing such perspectives are influential models for our program.

The Person-Environment-Occupation Model (Law et al. 1996), the Ecology of Human Performance (Dunn, Brown, & McGuigan, 1994) and the Model of Human Occupation (Kielhofner, 1995). The faculty guide, direct, facilitate, and evaluate learners while encouraging self-direction and development of intellectual curiosity, creativity, clinical reasoning, and self-reflection and an awareness of community involvement. Learning is best achieved in an atmosphere in which individual dignity is respected and a commitment to excellence exists. Graduates will be prepared as an entry level practitioner in an ever-changing health care delivery system. The occupational therapy assistant curriculum is based on active learning. Students will integrate knowledge, skills and attitudes by experiential learning or doing.

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Curriculum Synopsis

The Core 39 and each student's major are designed to complement each other. The major provides knowledge that distinguishes us from one another in our diverse walks of life; the USI Core 39 provides knowledge and abilities that all educated people share. The two together help the University accomplish its primary mission of preparing our students to live wisely. USI faculty have developed Core 39 to help students speak and write well, better understand the world and its cultures, think more clearly, and live according to consistent ideals. The program is based on the premise that students must know themselves and their world before they can become responsible leaders. Through Core 39, USI builds in all students the desire and ability to achieve personal growth and contribute meaningfully to society. The Occupational Therapy Assistant Program is an integrated didactic and clinical approach built upon a foundation of liberal arts and sciences.

A total of 65 semester hours is required to complete the Associate of Science Degree with a major in Occupational Therapy Assistant. Students who select the full-time option will take required courses outside the occupational therapy assistant curriculum first. These 17 credit hours include specific classes which satisfy approximately 50% of the Core 39 curriculum. Full-time students are required to complete the requisite courses not listed with an OTA prefix first, then upon acceptance, enroll in Occupational Therapy Assistant Program coursework to complete the 42 credit hour didactic component and the six credit hour clinical component.

In addition to classroom and laboratory hours, the didactic component includes 80 clock hours of integrated Level I practicum experiences in OTA 297 and OTA 298. With the 16 full-time work weeks of Level II fieldwork experiences included in the four credit hours of level I practicum experiences, the program has a total of 18 full-time work weeks. The Occupational Therapy Assistant Program is presented in three semesters and one summer; students can complete the Associate of Science Degree with a major of Occupational Therapy Assistant.

Program Design

The University of Southern Indiana Occupational Therapy Assistant (OTA) Program is divided into two components: OTA courses and courses offered outside the OTA Program. During the first 2 semesters at the university, Pre-OTA students are required to take classes to fulfill the Core 39 requirements. As required in the OTA standards, OTA program content must be based on a foundation of the liberal arts and sciences. These classes provide a foundation in the biological, physical, social and behavioral sciences and support an understanding of occupation across the lifespan. These courses are taken before entering into the OTA program The OTA Program requirements are listed on the University of Southern Indiana Bulletin http://bulletin.usi.edu/.

Core 39, adopted in the fall of 2014, includes courses in the broad traditions of the liberal arts and a common set of experiences that are integrated across the curriculum. In our core, students expand foundational skills in communication and critical thinking, explore how different fields create and use knowledge, broaden their viewpoints through the study of diverse and global perspectives, and refine their writing skills through writing intensive experiences.

OTA Prerequisite Courses:

- UNIV 101 (traditional college freshman requirement)
- ENG 101
- PSY 201
- BIOL 121
- BIOL 122
- HP 115

The curriculum for the occupational therapy assistant is based on the premise that student learning requires acquisition of knowledge, skills competencies, and attitudes congruent with the profession's philosophy, attitudes and body of knowledge. Student learning is organized along a continuum. The student is introduced to knowledge of information based on the basic premises of the practice of occupational therapy (e.g. theories and frames of reference, function of the body in illness and health, ethics, etc. From mastery of foundational knowledge begins the process of application and analysis of information. As the student progresses along the learning continuum, the learning experiences evolve into the processes of synthesis and evaluation.

The curriculum design for the program approaches the learning process from a functional approach and was initially based on Uniform Terminology III taxonomy. When the Occupational Therapy Practice Framework was adopted by the AOTA (2002), concepts including the engagement of human occupation to support participation in context or contexts were expanded. In addition to offering specific courses, the design of the OTA Program incorporates the following five curriculum strands: Professional Integrity, Social Justice, Experiential Learning, Partnerships and Collaboration and Health

The four foundation courses are named after the occupational performance skills (OTA 241 and OTA 242) Occupational Performance Components and areas of occupation (OTA 343 and OTA 344). The engagement in occupation of persons needing occupational therapy services varies with the environment, contexts, performance patterns, demands of the activity and client factors, and extends across the lifespan. Rather than having courses in a specific stage of the lifespan (i.e. children, adolescents, adults and elderly persons) this curriculum looks at areas of occupation, performance skills and patterns across the lifespan.

This approach is explored in the four foundation courses. During the OTA 241: Occupational Performance Components I class, development psychological and physical development over the lifespan is taught. Also addressed in this course is an introduction to a variety of frames of reference and its use in treatment of mental illnesses. In this same class, the function of groups across the lifespan is taught. In OTA 343: Occupational Performance Areas I and OTA 344: Occupational Performance Areas II, Activities of Daily Living and Play/Leisure various life-skills that exist over the lifespan are explored. For example, the act of dressing is something to be addressed throughout the lifespan. Rather than having a separate assessment course, the occupational therapy process (screening, assessment, intervention planning, intervention implementation, transition service planning, and discontinuation of service) is integrated into each foundation course.

While there are no diagnosis-based classes, the occupation-based approach used at USI has a strong diagnosis-based component woven into the program. For example, the course content in both of the pathophysiology and conditions courses (OTA 213 and OTA 214) includes the effects of heritable diseases, genetic conditions, disability, trauma, and injury on occupational performance. Using a lifespan approach to teaching pathology, a child who had cerebral palsy becomes an adolescent and an adult with the same diagnosis.

The other classes build on the four foundation courses. In Therapeutic Media (OTA 231), students learn techniques in activity analysis using the Occupational Therapy Practice Framework (AOTA, 2020). Analysis of activities, including crafts, as therapeutic media introduces students to the rich heritage from which current occupational therapy has risen. Orthotics, prosthetics, assistive technology and physical agent modalities complete the information provided in Media and Modalities (OTA 232).

The Technical Communication course (OTA 221) emphasizes the development of professional listening, speaking, reading, and writing skills. Occupational Performance in Pediatrics (OTA 345) provides a focus on the development of skills for use with pediatric populations, including OT evaluation and treatment planning. Management for the Occupational Therapy Assistant (OTA 372) encompasses basic management, leadership, supervision and professionalism within the role of the occupational therapy assistant.

The four fieldwork courses (Level I: OTA 297 & 298 and Level II: OTA 397 & OTA 398) provide experiences across three variables: age span, patient/client disposition (chronic versus acute patients/clients), and facility type (institutional versus community based). During fieldwork, students experience OT practice focusing on physiological, psychological and/or social factors that influence occupation.

The first curriculum strand, **Professional Integrity**, is introduced in Technical communications (OTA 221) and continued throughout the OTA courses. Communication, both written and verbal is the emphasis of the Technical Communication course (OTA 221). Leadership is emphasized in the student OT association (SOTA). As part of the Management course (OTA 372) students discuss and participate in a variety of activities that emphasize ethics and the role of the OTA in state and national organizations. Students are strongly encouraged to participate in activities hosted by the Indiana Occupational Therapy Association and the American Occupational Therapy Association.

Students from the OTA program are encouraged to attend local, state and national conferences and an OTA representative is sent to the Association of Student Delegates meeting held in conjunction with the AOTA national conference. Students work on documentation skills in OTA 221 and the foundation courses (OTA 241, OTA 242, OTA 343, OTA 344). Since one of the best documentation learning experiences is in the field, documentation is a primary focus of the two practicum seminars, each of which includes 40 clock hour Level I fieldwork experiences (OTA 297 and OTA 298).

The second curriculum strand is **Social Justice**. Various aspects of diversity are introduced and carried through as a reoccurring theme throughout the program. Diversity is threaded throughout the occupational therapy assistant curriculum during the first semester in OTA 241, OTA 231 and 221 and the other foundation courses (OTA 242, OTA 343, OTA 344). Diversity is also addressed in the university required core curriculum courses.

The third curriculum strand is **Experiential Learning**. The Technical Communication class (OTA 221) introduces the importance of research and of evidence-based practice. In all of the foundation courses, clinical skill development is emphasized. In OTA 241 and OTA 231, therapeutic use of self and the frames

of reference including the Ecology of Human Performance (Dunn, Brown & McGuigan, 1994), the Person-Environment-Occupation Model (Law et. Al), and the Model of Human Occupation (Kielhofner, 1995) are introduced. With the beginning of the study of occupation, students begin clinical skill development through assignments on family/caregiver education, pediatric intervention plans, mental health analysis, and Hearing Voices simulation. Students are required to complete 2 hours of volunteer community service through the Student Occupational Therapy Association (SOTA) during the fall and spring semesters of the program. During the second semester of the OTA courses, students are introduced to a variety of activities to enhance performance of a variety of clinical skills necessary for the OTA. The student is required to pass competency checkoffs in which he/she is evaluated on the performance of a variety of skills such as range of motion testing, functional transfer techniques, manual muscle testing, and vital signs. Other frames of reference and treatment models are introduced throughout the program. Fieldwork experiences (Level I and II) are integral aspects of the curriculum. Students complete Level I experience as components of two practicum seminars (OTA 297 and OTA 298). Each of these practicum seminars offer student's opportunities to complete 40 clock hours of Level I clinical experiences as well as time to discuss and reflect on their fieldwork experiences.

The content for the fourth strand, **Partnership and Collaboration** is initiated in activities with students from both OT and OTA programs interact together in the SOTA in presenting educational programs, fundraisers and social events. Students engage in community service-learning opportunities in various entities of diverse areas of practice to enrich the didactic curriculum. The OT and OTA students together have multiple opportunities to become involved in client-centered service-learning projects in OTA 231, OTA 232, OTA 242, and OTA 343. Collaborative projects include participation specific to the role of the Occupational Therapist and the Occupational Therapy Assistant as well as components of the OT process. Activities that incorporate collaboration with occupational therapists are also interwoven into other courses. Interprofessional and intraprofessional education is utilized throughout the program to better understand the professional roles of other disciplines.

In the fifth strand, **Health**, focuses on wellness, disease and injury prevention. Wellness is introduced in course activities in OTA 213, OTA 214 and OTA 241 and continues throughout the program. the student is first introduced to the concept of wellness in OTA 241 with units on stress management and healthy lifestyles. Students perform a wellness evaluation and are asked to develop a plan of action regarding lifestyle changes to promote a healthier lifestyle in OTA 241. Wellness themes are integrated in OTA 213 through activities focusing on disease prevention and vital sign competencies evidenced by performance check-off. In OTA 344, students evaluate and implement lifestyle modifications to enhance performance in Instrumental Activities of Daily Living (IADLs), Health Management, Rest and Sleep, Education, Work, Play, Leisure, and Social Participation.

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Curricular Map for USI OTA Program with Student Learning Outcomes

Curricular Thread: Professional Integrity

Student Learning Outcomes:

1. Students will apply ethical reasoning and professional conduct in clinical and academic settings
2. Students will demonstrate accountability and responsibility in completing documentation and patient care tasks.
3. Students will engage in reflective practices that support lifelong learning and professional development.

Program Objectives Alignment:

I. Provide knowledge and skills necessary for an entry-level occupational therapy assistant generalist.
IV. Promote professional development in occupational therapy assistant faculty and occupational therapy practitioners that leads to the value of lifelong learning.
VI. Provide support to the community through advocacy for the profession and client population, service activities, organizational involvement, and political action.
VII. Institute a caring environment in which occupational therapy assistant students, faculty, and community service providers work together to optimize their personal and professional development.

Example Knowledge and Skills Addressed:

- Demonstrating ethical decision-making in case studies
- Professional communication
- Documentation accuracy
- Advocacy projects

Curricular Thread: Social Justice

Student Learning Outcome: Students will identify and respond to occupational injustices in client scenarios.

1. Students will demonstrate cultural humility in interactions with diverse clients and communities.
2. Students will advocate for underserved populations through community-based assignments and discussions.

Program Objectives Alignment:

II. Through a variety of learning activities provide educational experiences necessary to meet societal needs for service provision.
III. Promote the education of culturally competent practitioners.
VI. Provide support to the community through advocacy for the profession and client population, service activities, organizational involvement, and political action.

Example Knowledge and Skills Addressed:

- Addressing occupational injustice
- Cultural humility training
- Community engagement with underserved populations

Curricular Thread: Experiential Learning

Student Learning Outcomes:

1. Students will demonstrate clinical reasoning skills through performance in simulation and fieldwork environments.
2. Students will connect didactic learning with practical application during Level I and II fieldwork.
3. Students will evaluate their own performance and identify areas for improvement through reflective practice.

Program Objectives Alignment:
I. Provide knowledge and skills necessary for an entry-level occupational therapy assistant generalist.
II. Through a variety of learning activities provide educational experiences necessary to meet societal needs for service provision.
IV. Promote professional development in occupational therapy assistant faculty and occupational therapy practitioners that leads to the value of lifelong learning.
V. Promote excellence in occupational therapy education, scholarship, and service through leadership, collaboration, consultation, and partnerships with service providers.
VII. Institute a caring environment in which occupational therapy assistant students, faculty, and community service providers work together to optimize their personal and professional development.
Example Knowledge and Skills Addressed:

- Level I and II fieldwork
- Community-based learning
- Simulation labs and reflective journaling

Curricular Thread: Partnership and Collaboration
Student Learning Outcome:

1. Students will participate effectively in interprofessional teams to address client and population health needs.
2. Students will collaborate with peers, faculty, and community partners on shared learning and service activities.
3. Students will demonstrate effective communication skills in team-based care and academic presentations.

Program Objectives Alignment:
II. Through a variety of learning activities provide educational experiences necessary to meet societal needs for service provision.
III. Promote the education of culturally competent practitioners.
V. Promote excellence in occupational therapy education, scholarship, and service through leadership, collaboration, consultation, and partnerships with service providers.
VI. Provide support to the community through advocacy for the profession and client population, service activities, organizational involvement, and political action.
VII. Institute a caring environment in which occupational therapy assistant students, faculty, and community service providers work together to optimize their personal and professional development.
Example Knowledge and Skills Addressed:

1. Interprofessional education
2. Collaborative group projects
3. Community partner events
4. Stakeholder engagement

Curricular Thread: Health
Student Learning Outcomes:

1. Students will assess client needs and implement occupation-based interventions that support health and participation.
2. Students will integrate wellness strategies into treatment planning for individuals and populations.
3. Students will demonstrate understanding of the relationship between physical, psychosocial, and environmental health factors.

Program Objectives Alignment:

I. Provide knowledge and skills necessary for an entry-level occupational therapy assistant generalist.
II. Through a variety of learning activities provide educational experiences necessary to meet societal needs for service provision.
III. Promote the education of culturally competent practitioners.
V. Promote excellence in occupational therapy education, scholarship, and service through leadership, collaboration, consultation, and partnerships with service providers.

Example Knowledge and Skills Addressed:

- Health promotion strategies
- Client-centered care planning
- Understanding psychosocial and physical health dimensions

Accreditation Status

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 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number, C/O AOTA is (301) 652-AOTA, and its web address is WWW.ACOTEONLINE.ORG
Graduates of the program will be eligible to sit for national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Information about OTA Program accreditation and graduation rates, go to the OTA Program website:
http://www.usi.edu/health/occupational-therapy-assistant/accreditation

Admissions Policy for the Occupational Therapy Assistant Program

The prospective student must be accepted for admission to USI before completing a separate application to the OTA Program. Student applicants must also show capability of fulfilling clinical practice requirements, eligibility for occupational therapy practitioner credentialing, and evidence of satisfactory health status. ***Note: A felony conviction may affect a graduate's eligibility to sit for the NBCOT certification examination &/or attain state practice credentials***; for further information, visit ***NBCOT*** at: https://www.nbcot.org/en/Students/Services#EarlyDetermination , your state's ***Professional Licensing Agency***, or you can contact the USI OTA program for further guidance regarding this topic. For the most current admission information, call the program at 812.464.1909, e-mail ota.info@usi.edu, or visit the Web site https://www.usi.edu/health/occupational-therapy-assistant/program-admission/. Please note that no credits are awarded for experiential learning.

The program selects students for admission to the OTA Program on the basis of:

1. Admission to University.
2. Completion of OTA Core Curriculum and minimum GPA of 2.9 on a 4.0 scale.
3. Submission of an application to the OTA Program by January 31 of year planning to be admitted to the fall class.
4. Interview with Occupational Therapy Assistant Admission Committee.

5. The selection of students for admission to the program is based on a combination score that includes the standardized interview with occupational therapists and cumulative pre-requisite GPA. Admission is capped at thirty students with the highest scores.

Please consider the following OTA Program requirements prior to application:

- Most OTA coursework is completed on campus in a traditional classroom setting. However, some courses are delivered using a hybrid format that combines both face to face and online content delivery. Students must have access to the internet and a computer because all courses deliver information using BlackBoard. You may use a laptop computer or tablet in the classroom but it is not required. The OTA faculty will communicate with you through your USI email account. Contact USI.edu/it/students/ for answers to your information technology questions.
- Students must commit to approximately 20 classroom hours per week as well as additional group activities and assignments. Successful completion of the OTA Program may require students to adjust their work demands and other commitments accordingly.

Code of Ethics

Students should become familiar with the AOTA 2025 Occupational Therapy Code of Ethics as a foundation for their future careers.

Student Right-to-Know Act

The University of Southern Indiana publicly discloses statistics pertaining to the University completion rate and transfer rate as mandated by the Student Right-to-Know Act. All colleges nationwide are required to release this information. Refer to the Student Right-to-Know Act webpage on the University of Southern Indiana website for the most recent statistics: https://www.usi.edu/institutional-analytics/student-right-to-know-act .

Expected Outcome Competencies of Graduates

These Occupational Therapy Assistant Program outcome competencies are drawn from the following documents:

American Occupational Therapy Association. (1983). *AOTA fieldwork evaluation for occupational therapy assistant students*. Rockville, MD: Author.

American Occupational Therapy Association. (1991a). Essentials and guidelines for an accredited educational program for the occupational therapist. *American Journal of Occupational Therapy*, *45*, 1077-1084.

American Occupational Therapy Association. (1991b). Essentials and guidelines for an accredited educational program for the occupational therapist. *American Journal of Occupational Therapy*, *45*, 1085-1092.

American Occupational Therapy Association. (2020). AOTA 2020 occupational therapy code of ethics. *American Journal of Occupational Therapy, 74(Suppl. 3), 7413410005*. https://doi.org/10.5014/ajot.2020.74S3006

American Occupational Therapy Association (2000), Guideline to the Code of Ethics, *American Journal of Occupational Therapy*, 52, 881-884

American Occupational Therapy Association. (1993b). Occupational therapy roles. *American Journal of Occupational Therapy*, *47*, 1087-1099.

American Occupational Therapy Association. (1998a). Guidelines to the occupational therapy code of ethics. *American Journal of Occupational Therapy*, *52*(10), 881-884.

American Occupational Therapy Association. (1998b). Standards of practice for occupational therapy. *American Journal of Occupational Therapy*, *52*(10), 866-869.

American Occupational Therapy Association. (1999a). Glossary: Standards for an accredited educational program for the occupational therapist and occupational therapy assistant. *American Journal of Occupational Therapy*, *53*(6), 590-591.

American Occupational Therapy Association. (1999b). Guidelines for supervision of occupational therapy personnel in the delivery of occupational therapy services. *American Journal of Occupational Therapy*, *53*(6), 592-597.

American Occupational Therapy Association. (1999c). Standards for an accredited educational program for the occupational therapist. *American Journal of Occupational Therapy*, *53*(6), 575-582.

American Occupational Therapy Association. (1999d). Standards for an accredited educational program for the occupational therapy assistant. *American Journal of Occupational Therapy*, *53*(6), 583-589.

American Occupational Therapy Association. (1999e). Standards for continuing competence. *American Journal of Occupational Therapy*, *53*(6), 599-600.

American Occupational Therapy Association (2011), Standards for an accredited educational program for the occupational therapy assistant. www.acoteonline.org

American Occupational Therapy Association. (2018). Accreditation council for occupational therapy education standards and interpretive guide. *American Journal of Occupational Therapy.* 2018; 72(Supplement_2):7212410005. https://doi.org/10.5014/ajot.2018.72S217

The following competencies are classified into one general category and eight specific categories: (a) Foundational Content Requirements, (b) Basic Tenets of Occupational Therapy, (c) Screening and Evaluation, (d) Intervention and Implementation, (e) Context of Service Delivery, (f) Assist in the Management of Occupational Therapy Services, (g) Use of Research, and (h) Professional Ethics, Values, and Responsibilities. The graduate of the Occupational Therapy Assistant Program at University of Southern Indiana relevant materials will demonstrate knowledge, comprehension application and analysis skills and will be able to demonstrate the ability to synthesize and evaluate activities relevant to the treatment of assigned clients/patients:

General Competencies

The dynamic nature of contemporary health and human services delivery systems requires the occupational therapy assistant to possess basic skills as a direct care provider, educator, manager, leader, and advocate for the profession and the consumer.

A graduate from an ACOTE-accredited associate-degree-level occupational therapy assistant program must:

- Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity.
- Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
- Have achieved entry-level competence through a combination of didactic and fieldwork education.

- Define theory as it applies to practice. Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation.
- Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework.
- Be able to apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework.
- Be prepared to be a lifelong learner to keep current with evidence-based professional practice.
- Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
- Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.
- Be prepared to effectively collaborate with occupational therapists in service delivery.
- Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations.
- Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services.
- Demonstrate active involvement in professional development, leadership, and advocacy (ACOTE, 2018).

2023 ACOTE Standards and Interpretive Guide

B.1.1. Demonstrate knowledge of: • The structure and function of the human body that must include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. • Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. • Concepts of human behavior that must include the behavioral sciences, social sciences, and science of occupation.

B.1.2. Apply and analyze the role of sociocultural, socioeconomic, and diversity, equity, and inclusion factors, as well as lifestyles in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.

B.1.3. Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions and distinguishes the epidemiological factors that impact the public health and welfare of populations.

B.2.1. Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.

B.2.2. Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.

B.2.3. Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context, and client factors.

B.2.4. Explain to the community of interest (e.g., consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the public) the distinct nature of occupation and the evidence that occupation supports performance, participation, health, wellness, and well-being.

B.2.5. Apply and analyze scientific evidence to explain the importance of: • Balancing areas of occupation. • The role of occupation in the promotion of health and wellness. • The prevention of disease, illness, and dysfunction for persons, groups, and populations.

B.2.6. Understand how occupational performance is affected by the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury

B.2.7. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context, and client factors to implement the intervention plan.

B.2.8. Demonstrate sound judgment regarding safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.

B.2.9. Create and implement a plan to address individualized personal and professional responsibilities that are consistent with current accepted standards and long-term professional goals. The plan must address the following: • Personal well-being. • Alignment with current accepted norms in occupational therapy practice. • Advocacy related to clients, occupational therapy, or the role of the occupational therapist or occupational therapy assistant. • Long-term career objectives. • A strategy to evaluate, refine, and update the plan over time.

B.2.10. Demonstrate knowledge of the current published American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.

B.2.11. Demonstrate knowledge of effective leadership styles. Identify personal and professional strengths and areas for growth to become an effective leader

B.2.12. Demonstrate the application of principles of instructional design and teaching and learning in content related to occupational therapy which includes at minimum: • Development of learning objectives. • Design of material. • Development of learning assessment. • Delivery of professional presentation. • Self-reflection of process

B.3.1. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.

B.3.2. Demonstrate professional reasoning to inform occupation-based interventions that focus on: • Client factors, performance patterns, and performance skills. • Creation, promotion, establishment, restoration, maintenance, modification, and prevention.

B.3.3. Contribute to the evaluation process of client(s)' occupational performance by completing an occupational profile and administering standardized and nonstandardized screenings and assessment tools as delegated by the occupational therapist. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors.

B.3.5. Collaborating in the development of occupation-based intervention plans and strategies that must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Under the direction of an occupational therapist, report on data for evaluation of client outcomes.

B.3.6. Provide direct interventions and procedures to persons, groups, or populations to enhance safety, health and wellness, chronic condition management, and performance in occupations. This must include the ability to collaborate with the occupational therapist related to interventions and selecting and delivering occupations and activities: • Occupations as a therapeutic intervention • Interventions to support occupations including therapeutic exercise • Interventions to support well-being (e.g., complementary health and integrative health) • Interventions to support self-advocacy related to the person, groups, or populations • Virtual interventions

B.3.7. Monitor and reassess, in collaboration with the client and care partner, the effect of occupational therapy intervention and the need for continued or modified intervention and communicate the identified needs to the occupational therapist

B.3.8. Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, implementing assistive technology or adaptive equipment, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.

B.3.9. Design and implement occupation-based interventions using the strategies of establish, restore, and modify approaches to address deficits in performance skills.

B.3.10. Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the interprofessional teams by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.

B.3.11. Provide training in techniques to enhance community mobility, and address alternative means of transportation in community settings, including driver rehabilitation and other community access options

B.3.12. Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.

B.3.13. Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors.

B.3.14. Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.

B.3.15. Describe the collaboration process with the occupational therapist to identify appropriate features of assistive technologies and durable medical equipment to support the client's participation. Demonstrate strategies with assistive technologies and devices (e.g., aids for communication, mobility, sensory loss, computer access, seating, and positioning systems) used to enhance occupational performance.

B.3.16. Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices used to enhance occupational performance.

B.3.17. Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.

B.3.18. Demonstrate knowledge of the use of technology in practice, which must include: • Electronic documentation systems • Virtual environments • Telehealth technology

B.3.19. Demonstrate the principles of the teaching–learning process using educational methods and health literacy education approaches: • To design activities and clinical training for persons, groups, and populations. • To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.

B.3.20. Identify and communicate to the occupational therapist the need to design community programs to support occupational performance for persons, groups, or populations.

B.3.21. Demonstrate effective communication with clients, care partners, communities, and members of the intraprofessional and interprofessional teams in a responsive and responsible manner that supports a team approach to promote client outcomes.

B.3.22. Demonstrate awareness of the principles of intraprofessional and interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.

B.4.1. Identify and analyze the influence of contextual factors and current federal, state, and local policy issues and structures on the delivery of occupational therapy services for persons, groups, or populations and social systems as they relate to the practice of occupational therapy.

B.4.2. Explain the role and responsibility of the practitioner to advocate for occupational therapy including changes in service delivery policies, effecting changes in the system, recognizing opportunities in emerging practice areas, and advocating for opportunities to expand the occupational therapy assistant's role. Articulate the distinct knowledge and skills of occupational therapy practitioners to the community of interest.

B.4.3. Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, local, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and durable medical equipment coding (e.g., HCPCS) and documentation requirements (e.g., equipment justifications) that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services

B.4.4. Understand the business aspects of practice including, but not limited to, the development of business plans, financial management, reimbursement, program evaluation models, strategic planning, and liability issues under current models of service provision including providing services on a contractual basis.

B.4.5. Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.

B.4.6. Demonstrate knowledge of: • Care coordination, case management, and transition services in traditional and emerging practice environments. • The consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.

B.4.7. Identify the need and demonstrate the ability to participate in the development, support, promotion, and management of service delivery options.

B.4.8. Participate in ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and implement program changes as needed to demonstrate quality of services.

B.4.9. Define effective, competency-based legal and ethical supervision of occupational therapy assistants and non–occupational therapy personnel.

B.5.1. Explain how scholarly activities and literature contribute to the development of the profession. Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist.

B.5.3. Understand how quantitative and qualitative research studies inform occupational therapy practice.

Course Descriptions

OTA 213 Pathophysiology and Conditions I (3 hours) This course provides an overview of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries; and examines the effects of such conditions on functional performance throughout the lifespan as well as explores the effects of wellness on the individual, family, culture, and society. Pre-requisites: BIOL 121, BIOL 122, and Admission to OTA program.

OTA 214 Pathophysiology and Conditions II (3 hours) Providing a focus in the areas of neurology and orthopedics, this course continues the overview of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries by examining the effects of such conditions on functional performance throughout the lifespan and by exploring the effects of wellness on the individual, family, culture and society. Pre-requisites: OTA 213, Admission to OTA program.

OTA 221 Technical Communication (3 hours) The emphasis of this course is the development of skills in the areas of listening, speaking, reading, and writing. These skills include: interviewing; self, dyadic, and group interaction; documentation to ensure accountability and reimbursement of services; critical reading

of research; public speaking; and participation in meetings. This course introduces the student to medical terminology used in many of the treatment settings. Pre-requisites: ENG 101, ENG 201, SPCH 101, Admission to OTA program.

OTA 231 Therapeutic Media (3 hours) This course includes a multicultural perspective to emphasize the analysis of activities, the performance and teaching of selected tasks and activities, and the grading and adapting of purposeful activity for therapeutic intervention. Pre-requisites: Admission to OTA program.

OTA 232 Media and Modalities (2 hours) The student will be introduced to theory and clinical competencies needed to become proficient in basic splint fabrication skills and the medical conditions associated with each type of splint constructed. The course will also explore the use of assistive devices, adaptive equipment, and an overview of prosthetics, orthotics, and the use of physical agent modalities in treatment. Pre-requisites: Admission to OTA program

OTA 241 Occupational Performance Components I (4 hours) This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance areas and concomitant performance components with a focus on psychosocial skills. Pre-requisites: PSY 201, Admission to OTA program.

OTA 242 Occupational Performance Components II (5 hours) This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance areas and concomitant performance components with a focus on sensorimotor and cognitive skills. Pre-requisites: OTA 221, OTA 231, OTA 241

OTA 297 Practicum Seminar A (2 hours) Along with a 40 clock hour Level I practicum experience, this first practicum course provides students opportunities to discuss fieldwork matters and integrate fieldwork with occupational therapy process and practice issues. Pre-requisites: Admission to the OTA program. F, Sp, Su

OTA 298 Practicum Seminar B (2 hours) Along with a 40 clock hour Level I practicum experience, this second practicum course provides students additional opportunities to discuss fieldwork matters and integrate fieldwork with occupational therapy process and practice issues. Prereq: OTA 297. F, Sp, Su

OTA 343 Occupational Performance Areas I (5 hours) This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance components and their effects on subsequent performance areas, particularly activities of daily living and play or leisure. Prereq: OTA 241. Sp

OTA 344 Occupational Performance Areas II (4 hours) This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance components and their effects on subsequent performance areas, particularly work and productive activities. Pre-requisites: OTA 343. Su

OTA 345 Occupational Performance in Pediatrics (3 hours) The emphasis of this course is the development of skills to use for the pediatric population including evaluation and treatment planning using

developmental, cognitive, motor, and psychosocial theories. The use of experiential learning techniques will reinforce presented concepts. Pre-requisites: Admission to the OTA program.

OTA 351 Independent Study (1-12 hours) This elective course may be customized for the special interest of the student. Students may complete this independent study by participating in faculty approved supervised service delivery, research projects under the direction of faculty, or another faculty approved project. Prerequisites: none.

OTA 372 Management for Occupational Therapy Assistants (3 hours) General management principles such as planning, organizing, staffing, coordinating/directing, controlling, budgeting, marketing, strategic planning are applied to the management of activities service. There is an emphasis on the development of supervisory skills for occupational therapy students, certified occupational therapy assistants, and other personnel. Pre-requisites: Admission to the OTA program.

OTA 397 Technical Fieldwork A (3 hours) While working with persons having various levels of psychosocial, sensorimotor, and cognitive performance components, students have opportunities for synthesis, the integration and application of knowledge gained throughout their educational experiences which include general education/liberal arts courses as well as the sequence of occupational therapy coursework. Students will examine the interplay among occupational performance areas, components, and contexts; develop and expand a repertoire of occupational therapy treatment interventions; and employ clinical reasoning and reflective practice skills. Fieldwork A, a Level II internship of at least 8 full-time work weeks in duration, must vary from Fieldwork B to reflect a difference in ages across the lifespan of persons requiring occupational therapy services, in the setting with regard to chronicity (long term versus short term), and in facility type (institutional versus community based). Level I fieldwork shall not be substituted for any part of Level II fieldwork. Pre-requisites: Admission to the OTA Program. Completion of OTA 297 and 298

OTA 398 Technical Fieldwork B (3 hours) While working with persons having various levels of psychosocial, sensorimotor, and cognitive performance components, students have opportunities for synthesis, the integration and application of knowledge gained throughout their educational experiences which include general education/liberal arts courses as well as the sequence of occupational therapy assistant coursework. Students will examine the interplay among occupational performance areas, components, and contexts, develop and expand a repertoire of occupational therapy treatment interventions, and employ clinical reasoning and reflective practice skills. Fieldwork B, a Level II internship of at least 8 full-time work weeks in duration, must vary from Fieldwork A to reflect a difference in ages across the lifespan of persons requiring occupational therapy services, in the setting with regard to chronicity (long term versus short term), and in facility type (institutional versus community based). Level I fieldwork shall not be substituted for any part of Level II fieldwork. Pre-requisites: OTA 397.

General Information

College Offices

The offices of the Dean of the Kinney College of Nursing and Health Professions, the Occupational Therapy Assistant Program director, and Occupational Therapy Assistant Program faculty and support staff are located on the second floor of the Health Professions Center on the University of Southern Indiana main campus.

Academic Advising

Academic advising is available to all USI students and should be a priority for those students who are considering an OTA degree. Academic advising is a collaborative mentoring relationship that provides support and information as the student develops an academic plan.

Kinney College of Nursing and Health Professions Advising Center serves pre-major and first year students.

Students who are accepted into the OTA Program receive advising services from an OTA faculty member. The administrative randomly assigns students an OTA faculty advisor at the beginning of their cohort. You will have the same advisor for the entire academic year. Advisors will meet formally at least once a semester and informally with you as often as needed. Students and advisors will complete the required program advising paperwork each semester addressing academic progress, professionalism, and academic standing. All advising paperwork will be stored in the student's secured digital file.

Status Change

Changes in name, address, telephone number, parent's or guardian's address are to be reported immediately to both the University Registrar's Office and the Occupational Therapy Assistant Program. Log on to myUSI (my.usi.edu) to submit your changes, or visit the Registrar's Office, Rm. 1075 in the Orr Center, with the new address information.

Full-Time Working Policy

Faculty acknowledge that occupational therapy assistant students have commitments such as families and jobs outside of the Occupational Therapy Assistant Program coursework. To allow students flexibility in their lives, occupational therapy assistant courses are arranged in a "blocks of time" format. While full-time employment is not prohibited, students must remember they are enrolled as occupational therapy assistant majors and are expected to perform at that level. If faculty members determine that a work-related commitment may be interfering with occupational therapy assistant training, they may recommend that the student move to a part-time basis for employment.

Schedule Flexibility

Flexibility is an indicator of strong occupational therapy practitioners, and students are expected to demonstrate flexibility. For special projects or speakers, students may be assigned to attend class at times or on days other than those typically scheduled; however, if possible, the changes in dates will be reflected in the syllabi students receive on their first day of classes. For example, OT and OTA student will collaborate on client evaluations as well as on group interventions in the community. Both groups will be required to meet outside their normal schedules.

Payment of Tuition

Occupational therapy assistant students are solely responsible for making certain their tuition is paid each school term. The student who enrolls in classes during open or late registration must independently come to campus, complete the correct forms, obtain the appropriate signatures, and pay.

Occupational therapy assistant majors must pay their tuition bills in order to enroll in each course and receive credit, and a grade for that class. For a student, nonpayment of their tuition bill will result in postponing (a) graduation, (b) eligibility for sitting for the NBCOT (National Board for Certification in Occupational Therapy) certification examination, and (c) gainful employment as an occupational therapist.

Student Identification

Each student is responsible for obtaining an Eagle Access Card, the University of Southern Indiana identification card which also allows debit capabilities. Eagle Access Cards are required for checking out library books, making copies on university provided copiers, attendance at student events, and cashing checks. Arrangements for Eagle Access Cards can be made in the University Center.

Student Nametags

Each student is responsible for obtaining their official personalized occupational therapy assistant student nametag at the Eagle Access Office in the University Center. Student nametags must be worn during all scheduled field trips and while attending scheduled OTA classes. Students may choose to have only their first name and last initial on the nametag. A nominal fee is accessed for the nametag.

Email Accounts

Eagles Mail is the university email service provided to all USI students. New students are assigned an email address upon admission to the University. Important mail from your instructors and the University will be sent to your USI email account, so it is imperative that you access your USI email on a regular basis. If you have any questions about your USI email account, contact the Computer Center Help Desk at 812-465-1080

Car Policies

Residents of campus apartments and dorms are required to register their vehicle and will receive a color-coded parking decal. Commuter students are urged to register their vehicle, but will not have a decal; for online vehicle registration, visit: https://www.usi.edu/public-safety/parking/vehicle-registration

USI Traffic and Parking Regulations can be found at:
https://www.usi.edu/public-safety/parking

Information concerning registration of cars at fieldwork sites will be provided by fieldwork site &/or fieldwork educator.

Tobacco-Free Policy

The University of Southern Indiana prohibits the use of all tobacco products including cigarettes; pipes; cigars; smokeless tobacco including snuff, chewing tobacco, smokeless pouches, loose-leaf tobacco; and all electronic
vaping devices on University-owned, operated or leased property and vehicles (see student housing exception below). The use of all above mentioned products is permitted only inside personal vehicles. The use of all previously mentioned tobacco products and electronic vaping devices is prohibited inside all student housing facilities. This includes residence halls, apartments, common areas, balconies, building entries, student rooms and the Community Center. The use of all tobacco products and electronic vaping devices is only permitted outdoors within student housing areas, per Vanderburgh County ordinance, at least 10 feet outside any enclosed area where smoking is prohibited to ensure that tobacco smoke does not enter any such enclosed area through entrances, windows, ventilation systems, or any other means. USI's Tobacco-Free Policy: https://www.usi.edu/rfw/alcoholdrug-prevention-and-intervention/tobacco-cessation.

Professional Liability Insurance

All occupational therapy students must have professional liability insurance coverage while they are enrolled in courses offered by the Occupational Therapy Program. Professional liability insurance is included in course fees.

Course Fees

In addition to fees assessed annually for professional liability insurance, fees are attached to other courses for program, technology, consumable, and clinical fees.

Course Fees: Fees are attached to specific courses for the following:

1. Consumable lab supplies (OTA 232, 297, 298).
2. Fieldwork program lab activities (OTA 397 & 398).
3. Distance education fees (OTA 213, 214, & 344- hybrid courses; OTA 397 & 398 Level II Fieldwork).
4. Professional liability (malpractice) insurance - 12-month coverage (OTA 297).

Health Insurance and health requirements

Because many service learning and fieldwork sites require that students have evidence of health insurance coverage, each OTA Program student is required to have a health insurance certificate available upon entering the OTA Program. Students are required to submit proof of coverage to the OTA Program via DISA (CastleBranch) and may also be required to provide a copy of their health insurance certificate upon arrival at fieldwork.

The CNHP and/or OTA Program policies require OTA students to complete a background check through DISA (CastleBranch) prior to beginning OTA courses and OTA Fieldwork. Students must also submit proof of physical examination, medical history and immunization completion to DISA (CastleBranch) prior to the start of OTA courses and Fieldwork. Students will receive instructions regarding these requirements prior to the start of fall classes. Refer to the CNHP Infection Control Handbook link at the end of this handbook for further information about requirements.

Professional Associations and Memberships

Students in the Occupational Therapy Assistant Program are required to join the ***American Occupational Therapy Association*** (***AOTA***). By joining AOTA, students will receive member benefits including, the *American Journal of Occupational Therapy*, and the *Occupational Therapy Practice Framework: Domain & Process 4th Edition.* USI OTA students are also required to join the ***Indiana Occupational Therapy Association*** (***IOTA***). IOTA is our state occupational therapy association, which sponsors two annual educational conferences, among many other educational opportunities throughout the year. All USI OT & OTA students are ***required*** to join and be active in Student Occupational Therapy Association (SOTA)

CPR Certification

Students are required to have current CPR certification to begin OTA program courses and to complete all fieldwork experiences (Level I and Level II). Fieldwork packets (including evaluation forms, objectives, etc.) will not be released to a student unless they have a current CPR certificate on file in Castle Branch. Students must arrange their own CPR certification training. The following are the only certification trainings currently accepted for students enrolled in a healthcare discipline program in the USI College of Nursing & Health Professions:

One of the following is required:

- American Heart Association BLS for Healthcare Providers (Instructor Led Training)
  OR
- American Red Cross BLS/CPR for Healthcare Providers

Each of the courses listed above are intended for health care providers and includes training in both infant and adult. A training course that offers a two-year certificate is required because it provides coverage for CPR training across the OTA didactic and fieldwork components of the program.

APA Style Requirements

Unless notified of the use of different style guidelines, the Occupational Therapy Program uses the most recent version of the American Psychological Association (APA) publication guidelines. A copy is available for student utilization in the University of Southern Indiana Rice Library and for purchase at the University of Southern Indiana bookstore.

Authorship

The primary purpose of any student's work conducted for academic credit is to increase knowledge and comprehension. In many cases, the academic work of students conducted with the guidance of faculty is a significant contribution worthy of publication and/or presentation. A policy for authorship is necessary to (a) ensure that scientific findings and/or applicable creative works are publicly presented and/or published and (b) ensure that appropriate individuals and organizations are credited for their work via authorship or acknowledgement.

Authorship is warranted for individuals providing substantive intellectual contribution to the conceptual or methodological basis of a work. Any potential author has the right to review a manuscript and/or abstract prior to submission for publication and/or presentation and must have the opportunity to refuse authorship. Individuals should be notified and allowed the opportunity to refuse acknowledgement.

Acknowledgement, at the end of papers or during presentations, is warranted for individuals providing any other substantive assistance to a work, including the duties of research assistant or data collector. Individuals should be notified and allowed the opportunity to refuse acknowledgement.

The student shall be recognized as first author for all publications or presentations involving his or her research or project **EXCEPT** under one of the following conditions:

1. If the student does not submit the manuscript for publications or presentation of the research or project within one year of final approval and the faculty member deems the research or project to be of merit. The faculty member then has the prerogative to submit the manuscript as first author with the student recognized as second author.

2. If the student and faculty member mutually agree that the faculty member will serve as first author and the student will be recognized as second author to expedite submission for possible presentation and/or publication.

3. If presentations and/or publications are prepared which involve student assistance in generating and/or analyzing data relative to a faculty member's research area, but the focus differs from the foundation of the student's research project. The faculty member may serve as first author and the student will be recognized via acknowledgement or authorship.

This agreement and student handbook sections are based on the authorship policy developed by the Graduate Program in Occupational Therapy at the Medical College of Ohio in Toledo.

Graduation Application

During the semester preceding graduation, occupational therapy assistant students are responsible for completing all graduation application forms which are available through myUSI Self Service or the Registrar's website. See *https://www.usi.edu/registrar/graduation-requirements/how-to-apply-to-graduate* for more information.

Temporary Credentials

For students wishing to practice in only Indiana, the Occupational Therapy Assistant Program will write official letters to assist students in obtaining temporary credentials to provide occupational therapy services between graduation ceremonies and receipt of passing results on the NBCOT examination. Each student will receive a letter after (a) submitting all fieldwork documentation (the academic fieldwork coordinator having previously processed as satisfactory), (b) attending all classes of the last course and completing all assignments satisfactorily, (c) resolving all incomplete grades, and (d) submitting evidence of good standing status in the university (e.g., payment of outstanding parking tickets, library fines, etc.). Since Illinois and Kentucky no longer accept these official letters, students who want to work in these states must wait until their associate of science in occupational therapy assistant degree is posted to their transcripts and complete the required paperwork.

Please note: a felony conviction may potentially affect your eligibility to take the national certification examination and also state credentialing (e.g., license, certificate, registration). If you are currently charged with or have been convicted of a felony, please notify the Occupational Therapy Assistant Program immediately. In addition, if you have had credentials (e.g., license, registration, and certification) in another field (e.g., PTA) denied, revoked, suspended, or subject to probationary conditions, your eligibility to take the national certification examination may be in jeopardy. Please contact the Occupational Therapy Assistant Program if you have questions.

NBCOT Examination Registration

Each student is responsible to complete the registration process to sit for the *Certification Examination for the Certified Occupational Therapy Assistant COTA*. After program completion, each student must submit a request for official transcripts to be sent to NBCOT.

Student Services

The USI library and information resources are available to support the program and students. The University offers a variety of critical student services (financial aid, registrar, graduate studies, library, counseling and assistance, multi-cultural center, disability resources, wellness center, and career services and internships) to every student. Students receive information about these services when they complete the mandatory orientation to the University. Both a Financial Care and University CARE teams are available to students. The goal of the Financial Care Team is to assist students who find themselves in unexpected financial distress. The team will thoroughly assess each situation and direct the student to the appropriate resources on campus for assistance with payment options, employment opportunities, housing, personal budgeting skills, or financial resources. The University's CARE Team is a cross-functional assessment group, chaired by the Dean of Students, that responds to students in apparent/potential distress. C.A.R.E. stands for Campus Action Response and Engagement (CARE) of students in distress. The CARE team works collaboratively to provide confidential, respectful, and proactive support while offering resources and balancing the educational needs of students within the overall mission of the University. Students also

have access to CAPS (USI Counseling and Psychological Services) to address a variety of needs including adjusting to college life, depression/anxiety, body-image concerns, trauma, or anything else the student may need services for with both virtual and in-person options. The OTA program is committed to student success and works with USI Disability Resources Office, the USI ADA Accessibility Coordinator, and the USI Institutional Equity Office to ensure each student's individual academic accommodations are met. An additional valued USI resource is the Multicultural Center (MCC), which was established to enhance the personal and academic success of students.

Americans with Disabilities Act (ADA) Statement

The University of Southern Indiana is committed to the full inclusion of individuals with disabilities and to the continual improvement of the accessibility of our campus, programs and activities. To help guide these efforts, the ADA Coordinator position was created to provide an in-house resource with expertise with the Americans with Disabilities Act of 1990 and with Section 504 of the Rehabilitation Act of 1973. As the University's focal point for disability-related issues, the ADA Coordinator collaborates with University offices, governmental agencies, advocacy groups and other local and regional disability service organizations in the ongoing endeavor to maximize the University's compliance with State and Federal mandates regarding our students, faculty, staff and student workers with disabilities.

Disability Accommodations for On-Campus courses

If you have a disability for which you may require academic accommodations for this class, please register with Disability Resources (DR) as soon as possible. Students who have an accommodation letter from DR are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. To qualify for accommodation assistance, students must first register to use the disability resources in DR, Science Center Rm. 2206, 812-464-1961, www.usi.edu/disabilities. To help ensure that accommodations will be available when needed, students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation. However, if you will be in an internship, field, clinical, student teaching, or other off-campus setting this semester please note that approved academic accommodations may not apply. Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting.

Disability Accommodations for for Online-Learning courses

If you have a disability for which you may require academic accommodations for this class, please contact Disability Resources at 812-464-1961 or email Disability Communications at usi1disres@usi.edu as soon as possible. Students who are approved for accommodations by Disability Resources should request their accommodation letter be emailed to them to forward to their online instructors. Due to the nature of online courses some accommodations approved for on campus courses may not apply. Please discuss this with Disability Resources to clarify as needed. Students who receive an accommodation letter from Disability Resources are encouraged to discuss the provisions of those accommodations with their professors before or during the first week of the semester. If you will be in an internship, field, clinical, student teaching, or other off-campus setting this semester please note that approved academic accommodations may not apply. Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting. For more information, please visit the Disability Resources website at www.usi.edu/disabilities.

Students should be aware that if seeking a testing accommodation for their National (NBCOT) Exam, information will be requested to the nature of accommodations received while in the OTA Program.

Essential Functions of the Occupational Therapy Assistant

Essential functions are those physical, mental, and psychosocial characteristics that are necessary to meet the clinical/practice/fieldwork expectations for the Kinney College of Nursing and Health Professions (KCNHP) programs. Becoming a healthcare professional requires the completion of an education program that is both intellectually and physically challenging. The purpose of this statement is to articulate the essential function requirements of the KCNHP programs in a way that allows students to compare their own capabilities against these demands.

A student with a disability may request a reasonable accommodation in order to meet academic requirements and to fulfill the essential functions of the KCNHP programs. Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does mean that we will work with students with disabilities to determine whether there are ways that we can assist the student toward completion of the task(s) at issue without fundamentally altering the nature of the program or task and without incurring undue financial and administrative burden.

Motor Skills

- Ability to independently manipulate and guide weights up to 50 pounds
- Ability to move about freely and maneuver in small spaces
- Tolerate regular changes of physical position, both stationary and mobile, for extended (8-12 hour shift) periods of time
- Possess skills to independently handle and operate a range of items, devices or equipment
- Maintain a stable physical position
- Agility to respond in an emergency situation

Communication Skills

- Process, comprehend, and communicate information effectively, clearly, in a timely manner, in the English language, and with individuals from various social, emotional, cultural, and intellectual backgrounds.

Cognitive/Critical Thinking Skills

- Collect, measure, calculate, analyze, interpret, and apply information
- Exercise good judgment in a variety of settings
- Ability to set priorities and manage time effectively

Interpersonal and Behavioral Skills

- Establish and maintain professional working relationship
- Apply conflict management and problem-solving strategies
- Demonstrate professional, ethical, and legal behavior
- Demonstrate appropriate maturity, stability, and empathy to establish effective and harmonious relationships in diverse settings
- Demonstrate flexibility and ability to adapt to change
- Maintain self-control in potentially stressful environments
- Comply with professional standards regardless of circumstance

Sensory Skills

- Use all available senses to collect data regarding patient status and provide patient care

Title IX – Sexual Misconduct

USI does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, you may seek help by contacting USI's Interim Title IX Coordinator found on https://www.usi.edu/institutional-equity. It is important to know that federal regulations and University policy require faculty to promptly report incidences of potential sexual misconduct known to them to the Title IX Coordinator. The University will work with you to protect your privacy by sharing information with only those who need to know to ensure we can respond and assist. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a counselor in the University Counseling Center by calling 812-464-1867. Find more information about current polices and resources, visit https://www.usi.edu/institutional-equity/policies-and-laws.

Student Basic Needs

Students who have difficulty affording food on a regular basis or lack a safe place to live and believe this may affect their class performance are encouraged to contact the Dean of Students Office. A list of resources can also be found at https://www.usi.edu/financial-success/financial-wellness .

If you have any questions or wish to discuss further the essential functions required of an occupational therapy assistant contact the OTA Program Chair.

University of Southern Indiana is an Affirmative Action/Equal Opportunity Institution and complies with all requirements of the Americans with Disabilities Act

Health Information

Medical Evaluation, Immunization, and Record Keeping

Please see "Medical Evaluation, Immunizations, and Record Keeping" in the Infection Control Policy https://www.usi.edu/health/about-the-college/handbook-for-kinney-college-of-nursing-and-health-professions

Pregnancy and Change of Health Status

Student pregnancy or a change in health status is to be reported to the program director. The pregnant student must provide to the Occupational Therapy Assistant Program and to pertinent clinical sites copies of a physician's release to begin or continue Level I and Level II fieldwork experiences. After an injury, surgery, or other hospitalization, the student must also provide to the Occupational Therapy Assistant Program and to pertinent clinical sites copies of a physician's release to begin or continue Level I and Level II fieldwork experiences. A copy of a physician's release must be provided to the Occupational Therapy Assistant Program after the student experiences an illness or injury that will restrict participation in any of the fieldwork or classroom activities (e.g. lifting restrictions which may affect the ability to learn and/or perform patient lifting and transfer techniques).

Lactation Room

The Health Professions Center has a lactation room, HP 3138, available to students.

Personal Injury

Students who become injured in the Health Professions Center classrooms, offices, or student housing must report the incident immediately. An *Injury and Illness Report* form, available from the Occupational Therapy Assistant Program support staff or under the following Infection Control section, must be completed. Students, who become injured in the clinical setting, are to report the incident immediately to their instructor and complete an agency and Kinney College of Nursing and Health Professions incident report. The College incident report will be submitted to the Dean's office. https://www.usi.edu/health/about-the-college/handbook-for-kinney-college-of-nursing-and-health-professions

Zachary Law Compliance Policy

To comply with the state and federal regulations, potential and current students and faculty of the Kinney College of Nursing and Health Professions clinical programs within the Kinney College of Nursing and Health Professions, will be required to have a criminal records check relating to sexual and violent offenses against children.

The clinical programs of the Kinney College of Nursing and Health Professions are:

1. Dental Assisting
2. Dental Hygiene
3. Diagnostic Medical Sonography
4. Nursing
5. Occupational Therapy Assistant
6. Occupational Therapy
7. Radiologic Technology and Imaging Sciences
8. Respiratory Therapy

In accordance with the state of Indiana's revisions of Zachary's law made in January of 2003, the Kinney College of Nursing and Health Professions will verify if the student or faculty member is registered with his or her state registry for convicted sexual and violent offenders against children and will continue to do so at least annually for as long as the student remains in the program. Due to varying state applications nationwide, it is possible that some out-of-state students will be required to provide certified documentation of a criminal background check conducted by the student's respective state as related to sexual offenses against children. This process will also continue annually for as long as the student or faculty member remains in the clinical program.

Should the student's name appear in the Indiana Registry or his or her respective state's registry, the student will be denied admission/progression in the Kinney College of Nursing and Health Professions clinical program. Current students shall be dismissed from the Kinney College of Nursing and Health Professions clinical programs. If the listing is the result of an error, it will become the student's responsibility to correct the error before admission/progression in the College of Nursing and Health Profession program will be permitted.

Zachary Law Compliance Procedures

The Kinney College of Nursing and Health Professions will notify current students of the required criminal background check in one or more of the following ways.

1. Information will be provided during an on-campus class session,
2. List-serves, distribution lists and Blackboard course announcements,
3. Program Webpages, and

4. Student Handbooks.

The College of Nursing and Health Profession's will notify prospective students of the required criminal background check in one or more of the following ways.

1. Program recruitment and information materials,
2. Advising sessions as appropriate, and
3. Program Webpages.

The College of Nursing and Health Profession's procedure for criminal background checks is as follows:

1. Every prospective student, faculty member, or current student in a selected program will be informed of the school's policy to perform a background check pertaining to convictions for sexual and violent offenses against children.
2. For as long as a student or faculty member remains in a selected College program, his or her status will be verified annually with the said state registry.
3. The Program Director of the selected College programs will be responsible for verifying each student and faculty's status with his or her state's sexual and violent offender registry and maintaining appropriate documentation.
4. The Dean of the Kinney College of Nursing and Health Professions will be responsible for verify the status of all Program Directors.
5. Criminal Check reports will be contained in the student/faculty's health data file.
6. Should a student or faculty member appear in a state registry, he or she will be either denied access if a new student to Kinney College of Nursing and Health Professions clinical programs or be dismissed from the program if a current student.
7. If the listing with the state registry is an error, it is the student's responsibility to correct their error, and admittance to the select programs in the Kinney College of Nursing and Health Professions will be denied until the student's removal or confirmation of removal can be officially documented.

For further questions regarding this policy, please contact the Kinney College of Nursing and Health Professions at (812)-465-1151.

Health Professions Center Policies, Procedures, and Guidelines

Portions of the Health Professions Center are shared by many groups; therefore, students must abide by policies established by the University of Southern Indiana regarding the use of this facility.

Emergency Procedures

Visit the website for information regarding college emergency procedures.

https://www.usi.edu/public-safety

Use of Technology & Phone Calls

The operation and utilization of digital and/or electronic devices such as cell phones, smartphones, iPods, notepads, notebooks, cameras, and/or personal computers is generally permissible if complementary to the educational activities of any OTA course. Students will not be excused from class for phone calls except for emergencies. The student who abuses this privilege will be counseled the first time and will receive a *Course Deficiency Report* for the next abuse of this privilege.

Personal Cellular Phones

Students may carry cellular phones; however, these devices must be silenced during class. Under no circumstances will student texting on the cellular phone be tolerated during any class activity. Leaving class to respond to personal calls should be limited to emergencies only. The student who abuses this privilege will be counseled the first time and will receive a *Course Deficiency Report* for the next abuse of this privilege.

Eating and Drinking Policies

Drinks in containers that close are allowed in the Occupational Therapy Lab (HP 2111 and HP 2112). Classroom table surfaces must be clean at the end of each day's scheduled classes or the privilege of bringing liquids into the OT lab will be revoked for the entire cohort of students. Consumption of food is not allowed during class. Eating and drinking are not permitted in the second floor Charles E. Day Learning Resource Center. The refrigerator, microwave, and sink in the ADL Lab must always remain clean.

Medical Education Modeling

The Occupational Therapy Assistant Program uses students as medical education models. Modeling allows program participants to obtain the basic knowledge and skills required to provide quality health care. Procedures performed by USI students on student medical models are supervised by an appropriately qualified health care professional. Students enrolled in these programs are encouraged to speak with their course instructor if they have questions or concerns about participating as a medical education model. Upon admission to the OTA program, students will annually sign a waiver stating they agree with program simulation guidelines.

Kinney College of Nursing and Health Professions Social Media Policy

https://www.usi.edu/health/about-the-college/handbook-for-kinney-college-of-nursing-and-health-professions

The use of social media has grown exponentially in the last decade and continues to reshape how society communicates and shares information. Social media can have many positive uses in health care; it can be used to establish professional connections, share best practices in providing evidenced based care, and educate professionals and patients. However, communication about professional issues can cross the line and violate patients' privacy and confidentiality, whether done intentionally or not. Health professionals, including students in health profession disciplines, have a legal and ethical obligation to protect the privacy and confidentiality of each patient's health information and privacy. The unauthorized or improper disclosure of this information, in any form, violates state and federal law and may result in civil and criminal penalties. Health professionals, including students in health care profession disciplines, have an obligation to respect and guard each patient's privacy and confidentiality at all times.

Postings on social media sites must never be considered private, regardless of privacy settings. Any social media communication or post has the potential to become accessible to people outside of the intended audience and must be considered public. Once posted, the individual who posted the information has no control over how the information will be used. Students should never assume information is private or will not be shared with an unintended audience. Search engines can find posts, even when deleted, years after the original post. Never assume that deleted information is no longer available.

Policy

- Patients (and their families) and clinical experiences with patients must **never** be discussed on any social media site. A patient's identifying information is only to be discussed with faculty and other health care providers who have a need to know and have a role in the patient's care.

Discussion of a patient's case may occur with faculty and peers in a course related assignment in a place where such discussion can't be heard by people who are not involved in the clinical experience. Patients (and their families) are never to be discussed in a negative manner. At no time during course discussions is the patient to be identified by name or any other personally identifying information such as any relationship to the student. Students are prohibited from using any form of social media to discuss patients, their families or any of their patients/ families medical or health care information.

- No photos or videos of clients/patients (and their families) or of any client/patient health records may be taken on any personal electronic devices (such as, but not limited to, cameras, smartphones and tablets), **even if** the patient gives you permission.
- No photos or videos of patients/clients (and their families) or clinical field work or internships may be taken on personal electronic devices (such as, but not limited to, cameras, smartphones and tablets), unless the video or photo is a specific requirement of the internship experience and is requested in writing by an authorized representative of the clinical site.
- Students may not post messages that: incite imminent lawless action, are a serious expression of intent to inflict bodily harm upon a person, are unlawful harassment, are a violation of any law prohibiting discrimination, are defamatory or are otherwise unlawful.
- Students are prohibited from uploading tests/quizzes, faculty generated presentations, or faculty information to any website.
- Students are prohibited from claiming or even implying that they are speaking on behalf of the University.

Sanctions

- Violations of patient privacy will be subject to the policies outlined in the University's Student Rights and Responsibilities: A Code of Student Behavior Handbook and HIPAA procedures/guidelines and sanctions.
- Students may be subject to disciplinary action if they:
    - violate University policy or HIPAA regulations;
    - share any confidential patient and/or University-related information;
    - make unprofessional or disparaging comments or posts related to patients, patients' families, or employees of third party organizations which provide clinical experiences for University students.

College Approval: May 12, 2022

Professional Attire

OTA students are required to always follow the OTA Program's dress code. When participating in community experiences and when guest speakers are scheduled in class, students must wear their university-issued name tags and follow the OTA Program's dress code: dress pants (blue, tan or black color) may not be of the "hip hugger" type or capri length; shirt must be a plain polo-type shirt with a collar and front buttons. Long or short sleeved polo shirts or undershirts may be worn but must be solid in color. The shirt should have no labels or markings other than the USI logo or occupational therapy assistant. Shirts should fit appropriately to cover the chest, abdomen and low back while sitting, standing and moving during class activities.

Hospital type scrubs are allowed if solid in color (top and bottom colors need not match). Scrubs are not appropriate for community activities/programs or when guest speakers visit the classroom.

Shoes must have closed toes and closed heels. Socks must be worn with the shoes. Jewelry must be kept to a minimum with a maximum of 2 earrings in each ear. *Other visible piercings should be avoided.* Facial piercings, including nose rings, are not considered part of professional attire in most healthcare settings and may be asked to be removed during OTA Program activities and fieldwork experiences. The removal of facial jewelry is recommended to ensure the safety of both students and clients. Facial jewelry can pose a risk of injury during certain therapeutic activities and may interfere with personal protective equipment (PPE). In rare cases, exceptions to this policy may be considered for religious or cultural reasons. Requests for an exception must be submitted in writing to the Program Chair.

Tattoos must be completely covered during all community experiences, including but not limited to fieldwork.

Students who fail to comply with these guidelines will not be allowed to participate in the scheduled activity and will be marked absent for the course meeting.

Learning Resource Center

Please visit the Charles E. Day Learning Resource Center (LRC) website for information regarding available resources and polices.

https://www.usi.edu/health/learning-resource-center

Online and Hybrid Courses

The OTA Program coursework includes one hybrid course each semester. OTA 213, OTA 214 and OTA 344 are designed to deliver course material in both face-to-face class meetings and online. OTA students will need to access their course information on Blackboard as well as their USI email in order to stay informed. USI Information Technology (IT) provides many important resources for students, including help with USI email, using Blackboard and safe computing.

Occupational Therapy Assistant Program Facilities

Occupational Therapy Assistant Lab

Rooms on the third floor of the Stone Family Center for Health Sciences, located at 515 Walnut Street, Evansville, Indiana 47708, have been designated as the Occupational Therapy Assistant instructional and laboratory spaces and are to be utilized exclusively for classes, labs, and meetings for the Occupational Therapy Assistant. Designated spaces include Room 3058 (OT/OTA Lab), Room 3056 (Splinting Lab), Room 3065 (OTA Storage Lab), and Room 3070 (OTA Lecture Classroom). If occupational therapy assistant students wish to reserve lab space during times when scheduled classes are not in session, they must first confirm availability with the Occupational Therapy Assistant Program Chair or designated support staff.

Occupational Therapy Assistant Program Library

With the consent of faculty or staff, students may check out materials owned by the Occupational Therapy Assistant Program. Students must sign-out as well as sign-in books in the presence of Occupational Therapy Program staff or faculty.

Occupational Therapy Assistant Program Equipment

The Occupational Therapy Assistant Program owns many pieces of equipment, books, assessment instruments, tools, etc. Students have the privilege to check out equipment owned by the Occupational

Therapy Assistant Program with the consent of faculty or staff. In the presence of Occupational Therapy Assistant Program support staff or faculty, students may sign-out as well as sign-in items in the Equipment Sign-out Notebook in the Occupational Therapy Assistant program administrative support area). During the time the item is signed out to the student, that student is responsible for replacing any item that is not returned. Faculty and or staff members will revoke a student's sign-out privilege for any misuse of the system. Health and Safety during Educational Experiences

Health and Safety during Educational Experiences

The USI OTA Program offers students various activities, equipment, and supplies in order to further the students' professional development, including equipment, supplies and/or activities that can potentially negatively impact the health and wellness of participants—students, clients, and/or faculty. Students and faculty engaging in activities and utilizing of equipment and supplies must remain cognizant of considerations of safety. Towards the aim of ensuring client, student, and faculty safety:

Students

- Students may use classrooms for practice of clinical skills
  - during regular class session, and/or
  - during times arranged by faculty members,
- Students should be particularly aware of their own behaviors during individual practice sessions and/or open lab periods. Students should assume responsibility for safety, and exhibit safety awareness and techniques as demonstrated during supervised class session.
- Students are never to engage in practice activities with a client unless an OTA faculty member is present for supervision.
- Students are not to practice potentially dangerous activities when alone.
- Students are not to bring non-OTA students into a regular class session, individual practice session, and/or open lab period unless advance consent of an OTA faculty member is secured.
- Students should not remove equipment/supplies from the OTA facilities unless the student signs out the equipment/supplies with the OTA administrative assistant. All borrowed equipment/supplies should be returned in a timely manner and in good condition.
- Students should inform an OTA faculty member of any concerns regarding safety, including but not limited to the condition of equipment and/or supplies. Students should **not** attempt to repair equipment.

OTA Faculty

- OTA faculty are responsible for supervising activities within a class session, and educating students on safety issues regarding the operation and condition of equipment/supplies utilized as part of the individual OTA faculty's course. OTA faculty will model safety behaviors and the proper operation and utilization of equipment and supplies.
- OTA faculty will report to the Program Director any issues/concerns of safety regarding activities, equipment, and/or procedures.

Job Postings

Any information related to available jobs that is submitted to the Occupational Therapy Assistant Program by potential employers is accessible to students.

Attendance, Preparation, and Assignments Policies

Attendance

Attendance – Not negotiable

The primary objective of this protocol is to ensure consistent student attendance in classroom sessions, thereby maximizing learning opportunities and fostering an environment conducive to academic success.

Attendance Requirement

Attendance in all scheduled classroom sessions is mandatory unless explicitly stated otherwise by the instructor. Each student is allowed one excused absence for unforeseen circumstances or emergencies. The student is responsible for ensuring understanding of missed content. All assignments are still due as instructed. If a student has an unexcused absence on a day when points are awarded for an in-class activity or quiz, the ability to make up the points missed will be at the instructor's discretion.

Recording Attendance

Instructors are responsible for accurately recording attendance for each classroom session. Attendance records should be maintained in a secure and accessible format.

Students are required to notify the instructor AND OTA Program Chair in advance of any planned absences whenever possible. In the event of an unforeseen absence, students must inform the instructor AND OTA Program Chair as soon as reasonably practicable.

Excused Absences

Excused absences may include but are not limited to: - Illness or injury (with appropriate documentation if required). - Family emergencies. - Religious observances. - University-sanctioned events. - Jury duty or military service.

The OTA Program Attendance Committee reserve the right to determine the validity of excuses provided by students.

Requesting an Excused Absence.

- Students requesting an excused absence should submit their request to the instructor AND OTA Program Chair.
- Requests should include a brief explanation of the reason for the absence and any supporting documentation if applicable.

Penalty for Unexcused Absences:

- Students will receive a 8% grade deduction for each unexcused absence beyond their one allowed absence as referenced in Table 1. The Effects of Unexcused Absences on Course Grades

Appeals Process

Students have the right to appeal decisions regarding attendance penalties or excused absence requests. To appeal, schedule a meeting with your advisor and OTA Program Chair.

This protocol shall be subject to periodic review and modification as necessary to ensure its effectiveness and alignment with the program's objectives and policies.

Table 1. The Effects of Unexcused Absences on Course Grades

Number of Unexcused Absences	Percentage of Grade Decrease	Maximum Percentage of Grade Possible	Maximum Possible Letter Grade Possible
1	0%	100%	A
2	8%	92%	B+
3	12%	88%	B
4	16%	84%	C+
5	20%	80%	C
6	24%	76%	D

Preparation

Students must prepare for class and lab activities and for clinical experiences. Preparation for class includes completing reading assignments, assignments, assigned group activities, etc. Students who are

unprepared for class will be referred for advising and issued an *OTA Program Deficiency Report* (see page 39).

University Midterm Deficiency Letter

The letter written by the registrar notifying a student that he or she is earning a grade of "D" or "F" in a course at midterm is equivalent to one *OTA Program Deficiency Report*.

Assignments

Written assignments are essential to meeting course objectives and must be submitted to faculty by the announced date. All assignments and exams must be completed prior to receiving final grade in each course. Assignments are due promptly by the due date and time. Any assignment that is received past the due date/time by 24 hours will be deducted 10%, 48 hours 25%, and 72 hours 50%. An assignment will not be awarded points if it is more than 3 days late unless approved by the instructor for extenuating circumstances. All assignments are mandatory and must be completed in sequential order. That is, all assignments must be completed before the student will be allowed to progress to the next assignment. **All assignments are to be submitted through USI blackboard unless otherwise indicated by the instructor.**

Student Retention, Progression, Suspension, and Removal Policies

Progression and Retention Requirements

Coursework in the OTA program is sequential, with subsequent courses building upon knowledge, critical thinking, and clinical reasoning skills mastered in previous coursework.

To progress in the Occupational Therapy Assistant program, the student must:

1. General Information

    a. Achieve at least a grade of C for each University Core Curriculum Course and maintain a minimum GPA of 2.9 is required for admission to the OTA Program.

    b. Achieve a Pass rating for each occupational therapy assistant course that is evaluated with Pass/No Pass rating options.

    c. The student will not be allowed to progress through the program if they achieve a grade below a C in any of the OTA classes.

    d. A student achieving a GPA score of less than 2.9 in any semester during the OTA program will be placed on academic probation.

    e. A student that receives a GPA score of less than 2.9 for a second semester will be dismissed from the program.

2. Course Specific Term-to-Term Progression Information

    a. All classes scheduled for the Fall semester must be successfully completed prior to beginning OTA classes in the spring semester. All Spring semester courses must be successfully completed prior to beginning summer OTA courses.

    b. Before the beginning of the OTA classes in the fall semester
        i. Submission of all required health forms completed appropriately.
        ii. Submission of evidence of Hepatitis B vaccination information.

1. Documentation that the student has had the first Hepatitis B injection, if the student is just starting the series.
2. Documentation of post-vaccination testing if the student has completed the Hepatitis B series at least one month prior.

iii. Receipt of official personalized occupational therapy assistant student nametag.
iv. Submission of current CPR certificate.
v. Submission of current health insurance certificate if required by fieldwork site.
vi. Submission of Indiana criminal history background check.
vii. Achieve at least a grade of C in ENG 101: Rhetoric and Composition I, ENG 201: Rhetoric and Composition II, PSY 201: Introduction to Psychology, BIOL 121: Human Anatomy and Physiology I, BIOL 122: Human Anatomy and Physiology II, HP 115: Medical Terminology for the Health Professions, and UNIV 101: First Year Experience.
viii. Maintain an overall GPA of 2.9 in all required core classes.

c. Before second Level I fieldwork experience (OTA 298: Practicum Seminar B)
ix. Completion of fieldwork Level I (Practicum A) with a grade of passed.
x. Submission of all required paperwork for first Level I fieldwork experience.
xi. Submission of evidence of immunization updates:
1. Documentation of the annual testing for tuberculosis if at least one year has passed from the time of the initial immunization.
xii. Submission of Indiana criminal history background check if your initial submission of Indiana criminal history background check is one year or longer.
xiii. Achieve at least a grade of C and maintain a composite GPA of 2.9 in ENG 101: Rhetoric and Composition I, PSY 201: Introduction to Psychology, BIOL 121: Human Anatomy and Physiology I, BIOL 122: Human Anatomy and Physiology II, HP 115: Medical Terminology For The Health Professions, and UNIV 101: First Year Experience, OTA 213: Pathophysiology and Conditions I, OTA 214: Pathophysiology and Conditions II; OTA 221: Technical Communications, OTA 231: Therapeutic Media, OTA 241: Occupational Performance Components I; OTA 242: Occupational Performance Components II; OTA 297: Practicum Seminar A; OTA 343: Occupational Performance Areas I, OTA 344: Occupational Performance Areas II

d. Before first Level II fieldwork experience (OTA 397: Technical Fieldwork A)
xiv. Achieve a pass grade for both Level I fieldwork experiences.
xv. Submission of all required paperwork for both Level I experience.
xvi. Submission of documentation that the student has had the third Hepatitis B injections, if the student is just starting the series.
xvii. Submission of evidence of immunization updates:
1. Documentation of the annual testing for tuberculosis (Two-Step TB test) if at least one year has passed from the time of the initial immunization.
xviii. Submission of current CPR certificate if the initial submission of the CPR certificate was one year or more.
xix. Submission of current health insurance certificate if required by fieldwork site.
xx. Submission of Indiana criminal history background check if your initial submission of Indiana criminal history background check is one year or longer
xxi. Achieve at least a grade of C in ENG 101: Rhetoric and Composition I, PSY 201: Introduction to Psychology, BIOL 121: Human Anatomy and Physiology I, BIOL

122: Human Anatomy and Physiology II, HP 115: Medical Terminology For The Health Professions, and UNIV 101: First Year Experience, OTA 213: Pathophysiology and Conditions I, OTA 214: Pathophysiology and Conditions II; OTA 221: Technical Communications, OTA 231: Therapeutic Media, OTA 241: Occupational Performance Components I; OTA 242: Occupational Performance Components II; OTA 297: Practicum Seminar A; OTA 298: Practicum Seminar B; OTA 343: Occupational Performance Areas I; OTA 344: Occupational Performance Areas II; OTA 345: Occupational Performance in Pediatrics; OTA 372: Management for Occupational Therapy Assistants (or permission of instructor)

e. Before second Level II fieldwork experience (OTA 398: Technical Fieldwork B)
   xxii. Achieve a pass grade for first Level II fieldwork experience.
   xxiii. Submission of all required paperwork for first Level II experience.
   xxiv. Submission of completed health form updates, if your most recent submission of health forms and or health form updates is one year or more.
      1. Documentation of the annual testing for tuberculosis.
   xxv. Submission of current CPR certification, if your certification expires prior to or during the time of your second Level II fieldwork experience.
   xxvi. Submission of current health insurance certificate if required by fieldwork site and if your initial submission of health forms is one year or longer.
   xxvii. Submission of Indiana criminal history background check if your initial submission of Indiana criminal history background check is one year or longer
   xxviii. Achieve at least a grade of C in ENG 101: Rhetoric and Composition I, PSY 201: Introduction to Psychology, BIOL 121: Human Anatomy and Physiology I, BIOL 122: Human Anatomy and Physiology II, HP 115: Medical Terminology For The Health Professions, and UNIV 101: First Year Experience, OTA 213: Pathophysiology and Conditions I, OTA 214: Pathophysiology and Conditions II; OTA 221: Technical Communications, OTA 231: Therapeutic Media, OTA 241: Occupational Performance Components I; OTA 242: Occupational Performance Components II; OTA 297: Practicum Seminar A; OTA 298: Practicum Seminar B; OTA 343: Occupational Performance Areas I; OTA 344: Occupational Performance Areas II; OTA 345: Occupational Performance in Pediatrics; OTA 372: Management for Occupational Therapy Assistants, OTA 398: Technical Fieldwork A or permission of instructor

f. No part of fieldwork level I (Practicum A or B) may be substituted for level II fieldwork sites. Before graduation
   xxix. Achieve a pass grade for the second Level II fieldwork experience (OTA 397: Technical Fieldwork A or OTA 398: Technical Fieldwork B).
   xxx. Submission of all required Level II fieldwork paperwork for the second required Level II fieldwork experience (OTA 397: Technical Fieldwork A or OTA 398: Technical Fieldwork B).
   xxxi. Submission of acceptable assignments for the seminars connected with OTA 397: Technical Fieldwork A and OTA 398: Technical Fieldwork B.
   xxxii. Changing of all incomplete grades to letter grades or achieve at least a grade of C at the registrar's office.
   xxxiii. Submission of evidence that the University of Southern Indiana considers the student has completed all the requirements. For example, the student has no unpaid parking tickets or library fines, or other university "holds."

g. Fieldwork Level II B must be completed within 18 months of completion of the didactic portion of the OTA program.

3. OTA Program Deficiency Report
   In the Occupational Therapy Assistant program, an *OTA Program Deficiency Report* will be issued to the student by the program director &/or faculty when any behavior is observed that places the student at risk for failure and/or entry into the Occupational Therapy Assistant program suspension or removal process. The *OTA Program Deficiency Report* serves as written notice to the student that they are at risk for suspension or removal from the OTA program.
   At this time, an *OTA Program Deficiency Report* may be issued for
   a. receipt of a university midterm deficiency letter,
   b. abuse of cell phone policies,
   c. excessive tardiness for class (3 or more),
   d. excessive absences from class (3 or more),
   e. late assignments (3 or more),
   f. lack of preparation for class activities,
   g. failure to secure and maintain personal access to required course materials, texts, tools on a timely basis,
   h. unfitness to continue preparation for the occupational therapy profession,
   i. unsafe practices (placing self, another student, or client at risk)
   j. unsatisfactory performance,
   k. unprofessional behavior,
   l. unauthorized use of OTA Program equipment and/or resources,
   m. failure to successfully complete the Kinney College of Nursing and Health Professions OSHA and HIPAA exams in the assigned timeframe, or
   n. failure to maintain health insurance and required immunizations.

Since receipt of the *OTA Program Deficiency Report* often indicates the student is having difficulty with the academic components of the occupational therapy assistant curriculum, they must relinquish outside obligations related to the occupational therapy profession. This includes offices and duties in the student cohort organization and in SOTA.

Deficiency Report Protocol:

1. ***First Deficiency Report:*** *This report will result in the issuance of both a verbal warning and a written warning to the student.*
2. ***Second Deficiency Report:*** *This report will prompt a second written warning, the initiation of Student Probation, and the development of a Performance Improvement Plan.*
3. ***Third Deficiency Report:*** *This report will lead to the preparation of a Suspension/Removal Report.*

   Receipt of three deficiency reports will necessitate a formal review by the OTA Program Director and/or faculty. This review may result in the initiation of suspension or removal procedures from the OTA Program.

Grading Scale

The grading scale for the Occupational Therapy Assistant Program is uniform across programs and courses. Generally, classes have multiple measures of assessing learning and the final course grade is based on the percentage of total points each student achieves. If the course instructor chooses to use myUSI Blackboard for posting of grades, the student should be aware that Blackboard postings are not official grades. Please see Table 4. for the grading scale of the Occupational Therapy Assistant Program.

Absences and tardiness also effect grades and ratings of clinical experiences. For specifics, please refer to Table 3: The Effects of Unexcused Absences on Course Grades" listed under the section entitled "attendance."

Table 4. Occupational Therapy Assistant Program Grading Scale

Percentage	Letter Grade
93% - 100%	A
90% - 92%	B+
85% - 89%	B
82% - 84%	C+
77% - 81%	C
69% - 76%	D
0% - 68%	F

Academic Leave of Absence

A student may apply to the director of the Occupational Therapy Assistant Program for a leave of absence. An authorized leave permits the student to return to the Occupational Therapy Assistant Program at the designated time without the necessity of formal program reapplication and admissions processing. If a leave of absence is granted, the student must report to the office of director of the Occupational Therapy Assistant Program by the date specified. If the student does not return by the date of expiration of the leave of absence, the student will be considered to have withdrawn from the Occupational Therapy Assistant Program.

Student Probation

Occupational Therapy Assistant Program students who receive a grade below an 85% in any OTA program course or an OTA course cumulative GPA of a 2.9 or below on the 4.0 grading scale will be placed on academic probation. Students on academic probation are expected to work with their OTA advisor on a Performance Improvement Plan and meet regularly with their advisors and program directors to monitor progress. If student receives a subsequent grade below an 85% in any other OTA program course, student will be removed from the OTA program.
During semester of academic work, a student placed on academic probation may be advised to withdraw by their advisor or program director. If student withdrawals from an OTA course, at the discretion of the OTA faculty, they may be allowed to re-enroll when the course is offered again.

Deficiency Report Protocol

1. **First Deficiency Report:** This report will result in the issuance of both a verbal notification and a written warning to the student.
2. **Second Deficiency Report:** This report will prompt the initiation of Student Probation, and the development of a Performance Improvement Plan with written notification to the student.

3. **Third Deficiency Report:** This deficiency will lead to the preparation of a Suspension/Removal Report.

Receipt of three deficiency reports will necessitate a formal review by the OTA Program Director and one core faculty. This review may result in the initiation of suspension or removal process from the OTA Program. The student can appeal suspension to the KCNHP assistant dean.
CNHP Policies
All students and faculty are expected to abide by the policies found in the 2024-25 CNHP Handbook. These policies include but are not limited to the Academic Integrity Policy and Academic Affairs Student Grievance Procedure. The handbook is located on the CNHP website listed under **About the College:** https://www.usi.edu/health/handbook

All students and faculty are expected to abide by the policies found on the Dean of Students Academic Integrity Policies found on the following webpage: https://www.usi.edu/dean-of-students/academic-integrity

Student Grievance Procedures

The Student Grievance Procedures can be found in the University handbook located at https://handbook.usi.edu/student-academic-grievance-procedure

Occupational Therapy Assistant Program Policies

A student may be suspended (termination of student status for a period of time) or removed (permanent termination of student status) from the Occupational Therapy Assistant Program for one or more of the following conditions:

1. **Academic Dishonesty**
   Please refer to the most recent University of Southern Indiana Bulletin regarding issues related to academic dishonesty situations and the processes involved. Confirmed incidents of academic dishonesty will become part of the Occupational Therapy Assistant Program's student records and will be provided to other university academic units upon request.

2. **Unsafe Practice**
   The student who is considered by a fieldwork educator, academic fieldwork coordinator, or faculty to be an unsafe practitioner may be suspended or removed from the program.

3. **Unsatisfactory Performance**
   The student whose progress in meeting program objectives is judged unsatisfactory may be suspended or removed from the program.

4. **Interference in Fieldwork Arrangements**
   A student may be suspended or removed from the Occupational Therapy Assistant Program if he or she, or a family member, or anyone working on the student's behalf (outside of the Occupational Therapy Assistant Program) interferes with any fieldwork arrangement.

5. **A Second No Pass Rating in a Repeated Practicum Course**
   A No Pass rating in the practicum aspect of a course (i.e., OTA 297: Practicum Seminar A, or OTA 298: Practicum Seminar B) from both the facility's fieldwork educator and academic fieldwork coordinator will result in the student's removal from the occupational therapy assistant curriculum.

6. **A Second No Pass Rating in a Repeated Level II Fieldwork Course**
   With a No Pass rating (OTA 397: Technical Fieldwork A or OTA 398: Technical Fieldwork B or Level I Fieldwork OTA 297: Practicum A or OTA 298: Practicum B), results in removal from the occupational therapy assistant curriculum. The student may retake only one Level I or Level II fieldwork course one time.

7. **No Pass Rating during one Level I Fieldwork**
   No pass rating during one Level I Fieldwork (OTA 397 or OTA 298) and another No Pass Rating during a Level II fieldwork (OTA 397 or OTA 398), constitutes two No Pass Ratings which will result in suspension or removal from the occupational therapy assistant curriculum.

Student Suspensions or Removal Process

The suspension or removal process consists of the following steps:

1. The Occupational Therapy Assistant Program Director notifies the student and Dean of the Kinney College of Nursing and Health Professions of the intention to suspend or remove the student from the occupational therapy assistant major.
2. The student meets with the Dean of the Kinney College of Nursing and Health Professions to respond to the Occupational Therapy Assistant Program Director's charges.
3. The Dean of the Kinney College of Nursing and Health Professions confers with the Occupational Therapy Assistant Program Director.
4. The student is removed or suspended from the occupational therapy assistant major.
5. The student can appeal suspension to the Vice President for Academic Affairs.

Withdrawal

1. The option of withdrawing from a course and receiving a grade of "W" is possible within the withdrawal period listed on the academic calendar each semester.
2. See University of Southern Indiana guidelines for the procedure that must be followed regarding withdrawal. Students who do not follow the required university procedure to withdraw officially from a course will receive an "F" grade.
3. OTA Students will not progress through the OTA Program curriculum until the “withdrawn” course is completed successfully. OTA Students must enroll in the “withdrawn” course the next time is it offered in order to remain in the OTA Program.

Incomplete Grade

An "incomplete" grade at the close of an academic semester must be approved by the Occupational Therapy Assistant Program. An incomplete will be used only when extenuating circumstances have resulted in the student's being unable to complete course requirements by the end of the semester. In rare instances in which this occurs, the following policies are in effect:

1. A grade of incomplete will not be used to allow for remedial work; student work must be at the passing level.
2. All University of Southern Indiana policies regarding incomplete are applicable to occupational therapy assistant courses. Please refer to the *University of Southern Indiana Bulletin*.
3. Students will receive a date by which the incomplete grade must be removed. A student, who is unable to complete the class tasks to have the incomplete grade removed by the date given, must understand that he or she must drop out of that year's occupational therapy assistant class and wait until the next year's class to resume the study of

occupational therapy assistant since all courses are taken sequentially by all students admitted to a specific year's class. The student is encouraged to explore all other alternatives before requesting an incomplete in any class.

Use of Retention/Progression Information

Retention and progression policies will be included in the student handbook and reviewed with students at advising appointments held each semester with each individual student. This information will be utilized in our program evaluation for meaningful analysis on the program's achievement of its goals and objectives.

Fieldwork Experiences

Fieldwork experiences are a cornerstone of the Occupational Therapy Assistant (OTA) Program at the University of Southern Indiana. These hands-on learning opportunities are essential for the development of competent, compassionate, and skilled OTA professionals. Through fieldwork experiences, students bridge the gap between didactic knowledge and practical application, allowing them to refine their clinical skills, critical thinking, and professional behaviors in real-world settings.

At the University of Southern Indiana, we prioritize fieldwork experiences as they provide students with exposure to diverse patient populations and clinical environments. This diversity prepares our students to meet the complex needs of the healthcare industry and fosters adaptability and innovation in their practice. Furthermore, fieldwork experiences cultivate essential interpersonal skills, enabling students to build strong therapeutic relationships with clients and collaborate effectively with interdisciplinary teams.

By engaging in fieldwork, our OTA students not only gain valuable experience but also contribute meaningfully to the communities they serve. These experiences lay the foundation for a successful and fulfilling career, ensuring that our graduates are well-equipped to improve the quality of life for individuals across the lifespan. For more information on our fieldwork experiences, you can view our USI OTA Level I & Level II Fieldwork Manual.

Background Check/Health Requirements

The CNHP and/or OTA Program policies require OTA students to complete a thorough background check through DISA (CastleBranch) prior to beginning OTA courses and OTA Fieldwork. Students must also submit proof of physical examination, medical history and immunization completion to DISA (CastleBranch) prior to the start of OTA courses and Fieldwork. Students will receive instructions regarding these requirements prior to the start of fall classes. Refer to the CNHP Infection Control Handbook at the end of this handbook for further information.

Family Educational Rights and Privacy Act (FERPA)

The University of Southern Indiana Kinney College of Nursing and Health Professions adheres to standards set forth in the Family Educational Rights and Privacy Act (FERPA) of 1974 (sometimes called the *Buckley Amendment*). Additional information regarding FERPA is available on the USI Registrar website: https://www.usi.edu/registrar/academic-records/privacy

Student Organizations and Participation

Students are encouraged to participate actively in class, Occupational Therapy Assistant Program, Kinney College of Nursing and Health Professions, and University of Southern Indiana organizations. To serve as officers in class or student organizations (including representatives to national or state organizations),

students must be in good standing (i.e., if students receive an *OTA Program Deficiency Report* and/or are placed on probation of any kind, they must relinquish their offices and duties).

SOTA: Student Occupational Therapy Association

In the fall of 1992, the Occupational Therapy Student Occupational Therapy Association (SOTA) at the University of Southern Indiana was established in accordance with University of Southern Indiana rules and regulations regarding student clubs, associations, etc. This group elects officers and representatives (and alternates) to the following organizations: The Assembly of Student Delegates (ASD) of the American Occupational Therapy Association (AOTA), the Indiana Occupational Therapy Association (IOTA). The directors of Occupational Therapy Program and Occupational Therapy Assistant Program are the faculty advisors to this group.

University of Southern Indiana Student Organizations

Occupational therapy assistant students are encouraged to participate in the University of Southern Indiana Student Association and other organizations and activities. Information regarding student organizations is available on the following website https://www.usi.edu/campus-life/student-organizations

Fundraising and Other College Activities

Student involvement in fundraising or any activities identified with the University of Southern Indiana Occupational Therapy Assistant Program must have the approval of the OTA Program Chair and the Dean of the Kinney College of Nursing and Health Professions. Proposal and final project forms for fundraising and other College activities are available in the Learning Center. A formal written plan must be submitted to the OTA Program Chair & Dean's office 30 days prior to implementation of the plan. The proposal must be signed by the organization's faculty advisor before submission to the Dean. Upon completion of the project/activity a final report must be submitted. This information is maintained in a fundraising file to assist students in selecting future projects or activities.

Program and College Committees

Students are invited to attend and participate in committee activities of the Occupational Therapy Assistant Program and Kinney College of Nursing and Health Professions. Information about meetings will be announced and posted.

Infection Control Policy

The Kinney College of Nursing and Health Professions current Infection Control Policy can be found https://www.usi.edu/health/about-the-college/handbook-for-kinney-college-of-nursing-and-health-professions.

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