



Occupational Therapy Assistant
Student and Fieldwork Manual

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Prospective & Current OTA Students

We are delighted that you are considering a career as an Occupational Therapy Assistant. We hope you will enjoy this chapter in your educational experience as you learn more about one of the most exciting areas of the human services professions.

This student and clinic handbook has been created to help you navigate the program and answer many of the questions you may have. You may also check the web site at <http://www.hgtc.edu> or contact either the program director or academic fieldwork coordinator.

Welcome to the Occupational Therapy Assistant Program!

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Statement of Equal Opportunity/Non-Discrimination

Statement of Equal Opportunity/Non-Discrimination

Horry Georgetown Technical College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following persons have been designated to address inquiries regarding the non-discrimination policies: Employee and applicant inquiries concerning the federal laws and their application to the College may be directed to the College's Affirmative Action/Equal Opportunity Officer: Associate Vice President for Human Resources and Employee Relations, HGTC, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, who serves as the College's Section 504, Title II, and Title IX Coordinator. Student and prospective student inquiries concerning Section 504, Title II and Title IX and their application to the College or any student decision may be directed to Associate Vice President for Student Affairs, HGTC, PO Box 261966, Conway, SC 29528-6066, 843-349-5228.

Occupational Therapy Assistant Degree

Associate in Applied Science, with a major in Occupational Therapy Assistant (OTA)

ACOTE Accreditation & Status

The associate-degree-level occupational therapy assistant program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Essential Skills Requirements for Occupational Therapy Practice

Listed below are essential skills that a student should possess in order to progress satisfactorily through the Occupational Therapy Associate (OTA) curriculum. A prospective student with a disability that is concerned that the disability may impact his or her ability to perform one or more of these skills, provide patient care, or participate in other job activities, is encouraged to contact the Office for Accessibility and Disabilities on the Conway campus by calling (843) 349-5249.

Critical Thinking: The student must possess critical thinking skills sufficient for occupational therapy practice. The student must be able to use the OT process as a basis for solving client problems, including identifying cause and effect relationships in practice situations, developing appropriate interventions, and safely and effectively providing treatment.

Interpersonal Skills: The OTA student should possess interpersonal and self-management skills sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds. The student must be able to establish therapeutic relationships with patients, families and significant others.

Communication: The OTA student should possess communication skills sufficient for interaction with clients, caregivers and other professionals in verbal and written form. The student must be able to effectively report and

document observations, provide client and caregiver instruction, gather data through interviewing, participate in team meetings and provide in-service presentations.

Mobility: The OTA student should possess physical skills sufficient to maneuver throughout the facility and within small spaces to provide effective intervention. The student must be able to move around in patient rooms, bathrooms and other workspaces to provide effective treatment implementation.

Motor Skills: The OTA student should possess gross and fine motor skills sufficient to function as an OTA. The student must be able to use equipment, fabricate and use adapted devices, fabricate splints and utilize motor activities in client treatment as required by the work site. The student must also be able to position, transfer and transport clients, provide physical assistance and demonstrate physical endurance adequate for the workplace.

Hearing: The OTA student should possess auditory skills sufficient to monitor and assess client needs. The student must be able to hear monitor alarms, emergency signals, auscultatory sounds (breath and heart sounds) and cries for help.

Visual: The OTA student should possess visual skills sufficient for observation and assessment necessary in OTA practice. The student must be able to observe patient/client responses to treatment, see a change in skin color and read assessment instruments.

Tactile: The OTA student should possess tactile skills sufficient for physical assessment. The student must be able to perform palpation, physical examination, such as manual muscle testing, and/or tactile functions related to therapeutic intervention.

Emotional: The OTA student should possess emotional stability sufficient to maintain composure in stressful situations. The student must be able to interact appropriately with peers, clients and supervisors at all times, including during high stress, and to receive corrective feedback calmly.

Environmental: The OTA student should be able to tolerate environmental stressors. The student must be able to adapt to variations in work schedule, work with clients who may have open wounds, or be soiled or unbathed, work with chemicals and materials required for OT practice, and work in areas that are close or crowded.

OTA Licensure Requirements

All states, the District of Columbia, Puerto Rico, and Guam require occupational therapists and occupational therapy assistants to be licensed. Licensure is important because it demonstrates that you have met a minimum standard of training and experience to provide certain services. States have similar, but not identical requirements and procedures for obtaining a license. For specific state licensure requirements, always consult the state occupational therapy regulatory agency.

Notification of Disclosure Re: Felony Convictions, Substance Abuse & Malpractice:

Applicants should know that the application to sit for the NBCOT certification exam includes character review questions regarding felony convictions. Please refer to the [NBCOT Certification Exam Handbook](#) for additional information. South Carolina has no laws restricting how criminal record may be considered in the employment context, including any limits on application-stage inquiries. A conviction is not a bar to licensure unless it directly relates to the occupation, and a pardon removes any such bars. Expunged records are available to law enforcement but otherwise only by court order. Refer to [South Carolina Code of Laws, Section 40-36-110 \(7\)](#). Applicants should know that most states have regulations regarding an applicant's eligibility to practice as an OTA. As part of the application process, states may request information regarding history of chemical and/or drug abuse, felony convictions and malpractice. Finally, applicants should know that passing a background check is a prerequisite to being accepted as a student intern by a growing number of hospitals, schools, and institutions for fieldwork experiences. A felony conviction may seriously limit the availability of fieldwork opportunities while a student and may result in an inability to complete all requirements necessary for graduation.

Career Opportunities for OTA's

For more information about careers:

- visit [O*Net Online](#) for an overview of South Carolina and National earnings statistics
- visit HGTC's [Career Resource Center](#) for more employment resources.
- American Occupational Therapy Association (AOTA): <https://aota.otjoblink.org/>
- South Carolina Occupational Therapy Association (SCOTA): <https://www.scota.net/Job-Postings>

OTA Program Admission

Horry Georgetown Technical College does not discriminate in employment or personnel decisions, or in student admissions, or in student decisions, or in all other segments of the College community on the basis of race, sex, age, national or ethnic origin, religion, disability, ancestry, political affiliation, marital status or unfavorable discharge from military service, in the educational program and activities which it operates, and the College is prohibited from discrimination in such manner by applicable laws. The Office of Student Affairs ensures that admissions procedures are applied equitably to program applicants by informing applicants of the requirements and process for admissions into the OTA program. Objective criteria are used throughout the admissions process. All students are required to meet certain minimum grade and GPA requirements to be considered for admission. The final determination for entry into the technical phase of the OTA program is the use of scores on a weighted criteria checklist to ensure that students are admitted to the program based on their qualifications. The OTA program requires that applicants have an information session with the designated program faculty as part of the admissions process.

The Occupational Therapy Assistant Program is included in the listing of all HGTC programs in paper and electronic promotional materials that are distributed, on paper and electronically. Additionally, the program is included in presentations to high school students during such activities as Senior Career Day, Educational Opportunity Day, and other recruitment activities sponsored by the College. Admissions Health Science advisors are informed about the OTA program and make this information available to students expressing an interest in related health care fields.

Visit [OTA Program website](#) to view the admissions application and weighted admissions scale.

Horry Georgetown Technical College Mission Statement:

The mission of Horry-Georgetown Technical College is to provide accessible, affordable, high-quality, comprehensive two-year collegiate education and workforce development; to provide a student-centered environment and inspire lifelong learning; to promote learning through teaching excellence; to promote community service and embrace diversity; to promote economic growth; and to embrace technological innovation in instruction and workplace applications.

Horry Georgetown Technical College Philosophy

The College endeavors to fulfill its mission by fostering the belief that all people should have an equal opportunity for personal and professional growth, and to develop skills, knowledge, and values necessary for a productive and meaningful life.

In order to promote achievement by ethnically, socially, and economically diverse individuals, the College maintains open admissions. The College values inclusiveness and embraces diversity. The College provides students with the knowledge, skills, and experiences necessary for success in achieving their career and educational goals.

Program Mission Statement

The mission of the OTA program is to:

- provide high quality, comprehensive OTA education to students of varied cultures & backgrounds;
- facilitate professional growth and engagement in life-long learning;
- prepare graduates for entry-level work as an occupational therapy assistant;
- foster ethical standards, values, and attitudes of the occupational therapy profession;
- require self-conduct in a manner that is respectful of personal, cultural and ethnic diversities

Program Philosophy

The philosophy of the Horry Georgetown Technical College Occupational Therapy Assistant (OTA) Program supports its mission and goals. The program provides an education that leads to the development of knowledge, skills, attitudes, and behaviors required for professional entry-level practice as an Occupational Therapy Assistant.

Central to the Horry Georgetown Technical College Occupational Therapy Assistant (OTA) Program are concepts that are embraced by the Occupational Therapy Assistant program faculty and supported in the occupational therapy profession. The Occupational Therapy Assistant program faculty has chosen to construct the program based on the American Occupational Therapy Association's published philosophy that defines occupational therapy as a profession based on occupations and the belief that engagement in meaningful occupations is crucial for development, health and well-being across the lifespan (Christiansen, Backman, Little, & Nguyen, 1999).

Program Goals

1. Provide high quality, comprehensive OTA education to students of varied cultures & backgrounds.
2. Facilitate professional growth and engagement in life-long learning.
3. OTA program faculty will demonstrate effective teaching skills.
4. Faculty, students, and graduates will demonstrate ethical standards, values, and attitudes of the occupational therapy profession.
5. Faculty, students, and graduates will conduct themselves in a manner that is respectful of personal, cultural, and ethnic diversities.

Program Learning Outcomes

After successful completion of the Horry-Georgetown Technical College Occupational Therapy Assistant Program the graduate will be able to achieve the program learning outcomes.

Graduates of the OTA Program will be able to:

1. Analyze aspects of performance in a variety of contexts and environments to develop client centered care and engagement in occupations throughout the lifespan that affect health, wellbeing, and quality of life.
2. Employ professional reasoning, logic, critical analysis, problem solving, and creativity to assist with the development of client centered intervention plans and strategies.
3. Engage in effective communication with clients, families, supervisors, and members of their work environment using cultural competence.
4. Relate professional responsibilities and importance of involvement at the state or national level as they correlate to occupational therapy practice and lifelong learning.
5. Demonstrate professional behaviors and attitudes that are congruent with AOTA Code of Ethics values, Standards of Practice and legal responsibilities appropriate for entry level occupational therapy assistant practice.

Program Curriculum Design

The curriculum supports the program's professional philosophy by promoting "use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy (AOTA, 2017). To achieve integration of this material, the program utilizes the Person-Environment-Occupation-Performance (PEOP) Model. The PEOP is a systems model, recognizing that the interaction of person, environment, occupation, and performance is dynamic and reciprocal and the client (whether person, family, organization or community) must be central to planning care (Christianson et al., 2005).

Acceptance, Matriculation, Graduation, Board Exam Pass Rates, & Employment Rates

This information will be updated as data is collected.

Cohort Info	# Accepted	# Graduates	Graduate %	Graduate % 150% max (27 months)	Employment % (1 st Year)	Employment % (2 nd Year)	NBCOT 1 st Time Pass Rate	NBCOT Ultimate Class Pass Rate	NBCOT 3 Year Cohort Pass Rate
Class of 2022									N/A
Class of 2023									N/A
Class of 2024									
Class of 2025									
Class of 2026									
Class of 2027									
Class of 2028									

Time Commitments for Employment and Volunteer Service

Being a college student in a health care service education program requires many hours of study outside the actual time spent in classes and labs. Thus, we discourage full-time employment. Please consider study needs when making vocational educational choices. Campus job opportunities are routinely posted by the Financial Aid office and around the campus. We encourage volunteer and/or paid employment at facilities that offer occupational therapy services. However, to maximize student learning experiences, we will not allow fieldwork experiences at facilities where a student has had previous volunteer or work experience.

Program Policy 1

Title: Technical Standards, Essential Eligibility and Essential Requirements of the Program

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

Since the Associate of Applied Science Degree from an accredited OTA Program signifies that the holder is eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) and is prepared to practice occupational therapy, it follows that graduates must have the knowledge and skills to function in a broad variety of fieldwork, community, or school-based situations and to render a wide spectrum of occupational therapy services.

Policy:

- I. All students admitted to the OTA program must meet the following abilities and expectations. These expectations may be met with or without accommodations. The student's ability to perform these expectations is evaluated by a qualified medical professional and documented on the student health record. If a student requires an accommodation noted by a qualified medical professional, the student must contact the Chair of the program. The Chair will determine if the accommodation can be provided by the fieldwork partners and if not, the student will be referred to Student Services.
 - a. **Sensory Processing:** The student is required to have functional use of vision, hearing, and touch along with an awareness of body position and movement. Specific visual skills require near and far vision, peripheral vision, and depth perception. Information from the sensory systems must be accurately perceived and interpreted to provide quality patient care.
 - b. **Cognitive Demands:** The successful OTA student maintains a high level of alertness and responsiveness during classroom, laboratory, and field work situations. The student must possess the ability to focus on a task for a prolonged time to allow for successful learning to take place. In addition, the OTA student must be able to recall information and organize information in an efficient and useful manner. This includes the ability to acquire, retain, and prioritize informational data, conceptualize, and integrate abstract information, apply theoretical knowledge to specific patient populations, justify a rationale for therapeutic interventions, problem-solve to create innovative and practical solutions.
 - c. **Occupational Demands:** The successful OTA student must possess sufficient motor skills to allow for treatment intervention with a variety of clients. This includes functional use of all (four) extremities which would allow the student to carry out assessments and to provide therapeutic interventions in a safe and efficient manner. Quick reactions are necessary not only for safety, but for one to respond therapeutically in most fieldwork situations. The student needs to demonstrate good mobility skills including the ability to walk, climb, stoop, kneel, crouch, and crawl to allow for one to complete therapeutic intervention on all types of surfaces. The student is required to maintain positions for extended periods of time such as sitting, standing, writing, and grasping. The student is frequently required to demonstrate good arm placement for reaching and positioning of hands to successfully manipulate large and small objects, lift and or move up to 10 lbs. and occasionally lift and or move up to 100 pounds. Occupational endurance must be sufficient for the provision of direct, hands-on patient treatment for six or more hours per day.
 - d. **Psychosocial demands:** The student must display emotional maturity to interact with a variety of individuals with diverse age, diagnoses, culture, and socioeconomic backgrounds. The student frequently needs to address multiple, demanding tasks simultaneously and therefore needs to have established effective strategies for stress management.
 - e. **Communication Demands:**
 - i. **Written:** The student must be able to effectively communicate in written English. The format may be from a brief note with appropriate abbreviations to a descriptive narrative.
 - ii. **Verbal and Non-Verbal:** The student must be able to produce the spoken word and to interpret verbal information along with non-verbal cues of mood, temperament and social responses from

patients/clients, supervisors, and peers. Response to emergency/crisis situations, as well as more routine communication must be appropriate to the situation. Communication must be accurate, sensitive, and effective.

- iii. Reading: The student must be able to read and comprehend information in English from a variety of written sources (e.g., textbooks, professional journals, medical/school records, and government regulations).
 - iv. Computer: The student must be competent in basic computer use including the ability to use data bases and search engines to access information, perform word processing for writing; and utilize media software (e.g., MS Power Point) for developing presentations.
- f. Environmental Demands: The OTA student must be able to successfully negotiate, achieve access to, and function successfully within multiple environments. These environments may be physical, social and or cultural.
- i. The physical environment may consist of non-human aspects. The student is exposed to wet/humid conditions (non-weather); work near moving mechanical parts, fumes or airborne particles, hazardous materials, blood borne pathogens, outdoor weather conditions, risk of electrical shock, risk of electromagnetic radiation and vibration. The noise level in the work environment will range from a classroom situation in which the noise level is low to an industrial or fieldwork environment where the noise level may be high.
 - ii. The social environment consists of the norms, expectations, and routines of different environments. The OTA student will be exposed to multiple treatment environments that may have implicit and explicit rules and regulations for professional behavior.
- II. The student must demonstrate multicultural competency skills to allow for one to function within multiple client populations. Multicultural skills include awareness of one's culture, willingness to explore and become knowledgeable about another culture, being respectful to individual diversities, and being able to select culturally sensitive therapeutic interventions.
- III. Professional Behaviors: The student is expected to demonstrate the core values of the occupational therapy profession. The student will demonstrate behaviors that meet the standards of ethical conduct for the occupational therapy assistant as outlined by the AOTA.

Program Policy 2

Title: Occupational Therapy Code of Ethics

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To have the students acknowledge and demonstrate compliance with the scope of practice of an occupational therapy assistant in both legal and ethical dimensions by demonstrating professional behaviors and behaving honestly, tactfully, dependably, enthusiastically, cooperatively, and industriously.

Policy:

- I. The student will agree to follow the Standards of Ethical Conduct for the Occupational Therapy Assistant Student while enrolled in the HGTC OTA program. The student acknowledges this by signing the student handbook agreement. See form in appendix.
- II. Each technical semester, the student will meet with the program advisor to review the OTA Professional Behaviors Development form. See form in appendix.
- III. The program faculty will complete the Occupational Therapy Assistant Program Academic Advising form for each student. See form in appendix.

Preamble

The AOTA Occupational Therapy Code of Ethics is designed to reflect the dynamic nature of the occupational therapy profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in practice, research, education, and policy. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients of service in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be persons, groups, families, organizations, communities, or populations (AOTA, 2020).

Section	Standards of Conduct
1. Professional Integrity, Responsibility, and Accountability: Occupational therapy personnel maintain awareness and comply with AOTA policies and Official Documents, current laws and regulations that are relevant to the profession of occupational therapy, and employer policies and procedures.	<p>1A. Comply with current federal and state laws, state scope of practice guidelines, and AOTA policies and Official Documents that apply to the profession of occupational therapy. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice)</p> <p>1B. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions. (Principle: Fidelity; key words: policy, procedures, rules, law, roles, scope of practice)</p> <p>1C. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice)</p> <p>1D. Ensure transparency when participating in a business arrangement as owner, stockholder, partner, or employee. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice)</p> <p>1E. Respect the practices, competencies, roles, and responsibilities of one's own and other professions to promote a collaborative environment reflective of interprofessional teams. (Principle: Fidelity; key words: policy, procedures, rules, law, roles, scope of practice, collaboration, service delivery)</p> <p>1F. Do not engage in illegal actions, whether directly or indirectly harming stakeholders in occupational therapy practice. (Principle: Justice; key words: illegal, unethical practice)</p> <p>1G. Do not engage in actions that reduce the public's trust in occupational therapy. (Principle: Fidelity; key words: illegal, unethical practice)</p>

	<p>1H. Report potential or known unethical or illegal actions in practice, education, or research to appropriate authorities. (Principle: Justice; key words: illegal, unethical practice)</p> <p>1I. Report impaired practice to the appropriate authorities. (Principle: Nonmaleficence; key words: illegal, unethical practice)</p> <p>1J. Do not exploit human, financial, or material resources of employers for personal gain. (Principle: Fidelity; key words: exploitation, employee)</p> <p>1K. Do not exploit any relationship established as an occupational therapy practitioner, educator, or researcher to further one’s own physical, emotional, financial, political, or business interests. (Principle: Nonmaleficence; key words: exploitation, academic, research)</p> <p>1L. Do not engage in conflicts of interest or conflicts of commitment in employment, volunteer roles, or research. (Principle: Fidelity; key words: conflict of interest)</p> <p>1M. Do not use one’s position (e.g., employee, consultant, volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations. (Principle: Fidelity; key words: conflict of interest)</p> <p>1N. Do not barter for services when there is the potential for exploitation and conflict of interest. (Principle: Nonmaleficence; key words: conflict of interest)</p> <p>1O. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including informed consent and disclosure of potential risks and benefits. (Principle: Beneficence; key words: research)</p>
<p>2. Therapeutic Relationships: Occupational therapy personnel develop therapeutic relationships to promote occupational well-being in all persons, groups, organizations, and society, regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes.</p>	<p>2A. Respect and honor the expressed wishes of recipients of service. (Principle: Autonomy; key words: relationships, clients, service recipients)</p> <p>2B. Do not inflict harm or injury to recipients of occupational therapy services, students, research participants, or employees. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, students, research, employer, employee)</p> <p>2C. Do not threaten, manipulate, coerce, or deceive clients to promote compliance with occupational therapy recommendations. (Principle: Autonomy; key words: relationships, clients, service recipients)</p> <p>2D. Do not engage in sexual activity with a recipient of service, including the client’s family or significant other, while a professional relationship exists. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, sex)</p> <p>2E. Do not accept gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts. (Principle: Justice; key words: relationships, gifts, employer)</p> <p>2F. Establish a collaborative relationship with recipients of service and relevant stakeholders to promote shared decision making. (Principle: Autonomy; key words: relationships, clients, service recipients, collaboration)</p> <p>2G. Do not abandon the service recipient, and attempt to facilitate appropriate transitions when unable to provide services for any reason. (Principle: Nonmaleficence; key words: relationships, client, service recipients, abandonment)</p> <p>2H. Adhere to organizational policies when requesting an exemption from service to an individual or group because of self-identified conflict with personal, cultural, or religious values. (Principle: Fidelity; key words: relationships, client, service recipients, conflict, cultural, religious, values)</p> <p>2I. Do not engage in dual relationships or situations in which an occupational therapy professional or student is unable to maintain clear professional boundaries or objectivity. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, colleagues, professional boundaries, objectivity, social media)</p> <p>2J. Proactively address workplace conflict that affects or can potentially affect professional relationships and the provision of services. (Principle: Fidelity; key words: relationships, conflict, clients, service recipients, colleagues)</p> <p>2K. Do not engage in any undue influences that may impair practice or compromise the ability to safely and competently provide occupational therapy services, education, or research. (Principle:</p>

	<p>Nonmaleficence; key words: relationships, colleagues, impair, safety, competence, client, service recipients, education, research)</p> <p>2L. Recognize and take appropriate action to remedy occupational therapy personnel’s personal problems and limitations that might cause harm to recipients of service. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, personal, safety)</p> <p>2M. Do not engage in actions or inactions that jeopardize the safety or well-being of others or team effectiveness. (Principle: Fidelity; key words: relationships, clients, service recipients, colleagues, safety, law, unethical, impaired, competence)</p>
<p>3. Documentation, Reimbursement, and Financial Matters: Occupational therapy personnel maintain complete, accurate, and timely records of all client encounters.</p>	<p>3A. Bill and collect fees justly and legally in a manner that is fair, reasonable, and commensurate with services delivered. (Principle: Justice; key words: billing, fees)</p> <p>3B. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations. (Principle: Justice; key words: documentation, reimbursement, law)</p> <p>3C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities. (Principle: Veracity; key words: documentation, timely, accurate, law, fraud)</p> <p>3D. Do not follow arbitrary directives that compromise the rights or well-being of others, including unrealistic productivity expectations, fabrication, falsification, plagiarism of documentation, or inaccurate coding. (Principle: Nonmaleficence; key words: productivity, documentation, coding, fraud)</p>
<p>4. Service Delivery: Occupational therapy personnel strive to deliver quality services that are occupation based, client centered, safe, interactive, culturally sensitive, evidence based, and consistent with occupational therapy’s values and philosophies.</p>	<p>4A. Respond to requests for occupational therapy services (e.g., referrals) in a timely manner as determined by law, regulation, or policy. (Principle: Justice; key words: occupational therapy process, referral, law)</p> <p>4B. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs. (Principle: Beneficence; key words: occupational therapy process, evaluation, intervention)</p> <p>4C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice. (Principle: Beneficence; key words: occupational therapy process, evaluation, intervention, evidence, scope of practice)</p> <p>4D. Obtain informed consent (written, verbal, electronic, or implied) after disclosing appropriate information and answering any questions posed by the recipient of service, qualified family member or caregiver, or research participant to ensure voluntary participation. (Principle: Autonomy; key words: occupational therapy process, informed consent)</p> <p>4E. Fully disclose the benefits, risks, and potential outcomes of any intervention; the occupational therapy personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention. (Principle: Autonomy; key words: occupational therapy process, intervention, communication, disclose, informed consent)</p> <p>4F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties. (Principle: Veracity; key words: occupational therapy process, intervention, communication, disclose, informed consent, contracts)</p> <p>4G. Respect the client’s right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes. (Principle: Autonomy; key words: occupational therapy process, refusal, intervention, service recipients)</p> <p>4H. Provide occupational therapy services, including education and training, that are within each practitioner’s level of competence and scope of practice. (Principle: Beneficence; key words: occupational therapy process, services, competence, scope of practice)</p> <p>4I. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised. (Principle: Beneficence; key words: occupational therapy process, reevaluation, reassess, intervention)</p> <p>4J. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial. (Principle: Beneficence; key words: occupational therapy process, termination, collaboration)</p>

	<p>4K. Refer to other providers when indicated by the needs of the client. (Principle: Beneficence; key words: occupational therapy process, referral, service recipients)</p> <p>4L. Provide information and resources to address barriers to access for persons in need of occupational therapy services. (Principle: Justice; key words: beneficence, advocate, access)</p> <p>4M. Report systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy. (Principle: Justice; key words: discrimination, unfair, access, social justice)</p> <p>4N. Provide professional services within the scope of occupational therapy practice during community-wide public health emergencies as directed by federal, state, and local agencies. (Principle: Beneficence; key words: disasters, emergency)</p>
<p>5. Professional Competence, Education, Supervision, and Training: Occupational therapy personnel maintain credentials, degrees, licenses, and other certifications to demonstrate their commitment to develop and maintain competent, evidence-based practice.</p>	<p>5A. Hold requisite credentials for the occupational therapy services one provides in academic, research, physical, or virtual work settings. (Principle: Justice; key words: credentials, competence)</p> <p>5B. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication. (Principle: Veracity; key words: credentials, competence)</p> <p>5C. Take steps (e.g., professional development, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice. (Principle: Beneficence; key words: credentials, competence)</p> <p>5D. Maintain competence by ongoing participation in professional development relevant to one's practice area. (Principle: Beneficence; key words: credentials, competence)</p> <p>5E. Take action to resolve incompetent, disruptive, unethical, illegal, or impaired practice in self or others. (Principle: Fidelity; key words: competence, law)</p> <p>5F. Ensure that all duties delegated to other occupational therapy personnel are congruent with their credentials, qualifications, experience, competencies, and scope of practice with respect to service delivery, supervision, fieldwork education, and research. (Principle: Beneficence; key words: supervisor, fieldwork, supervision, student)</p> <p>5G. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines. (Principle: Justice; key words: supervisor, fieldwork, supervision, student)</p> <p>5H. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance. (Principle: Veracity; key words: supervisor, supervision, fieldwork, performance)</p> <p>5I. Do not participate in any action resulting in unauthorized access to educational content or exams, screening and assessment tools, websites, and other copyrighted information, including but not limited to plagiarism, violation of copyright laws, and illegal sharing of resources in any form. (Principle: Justice; key words: plagiarize, student, copyright, cheating)</p> <p>5J. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution. (Principle: Veracity; key words: education, student)</p>
<p>6. Communication: Whether in written, verbal, electronic, or virtual communication, occupational therapy personnel uphold the highest standards of confidentiality, informed consent, autonomy, accuracy, timeliness, and record management.</p>	<p>6A. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act). (Principle: Autonomy; key words: law, autonomy, confidentiality, communication, justice)</p> <p>6B. Maintain privacy and truthfulness in delivery of occupational therapy services, whether in person or virtually. (Principle: Veracity; key words: telecommunication, telehealth, confidentiality, autonomy)</p> <p>6C. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws. (Principle: Fidelity; key words: communication, confidentiality, autonomy)</p> <p>6D. Demonstrate responsible conduct, respect, and discretion when engaging in digital media and social networking, including but not limited to refraining from posting protected health or other</p>

	<p>identifying information. (Principle: Autonomy; key words: communication, confidentiality, autonomy, social media)</p> <p>6E. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, health literacy, or culture) with the recipient of service (or responsible party), student, or research participant. (Principle: Autonomy; key words: communication, barriers)</p> <p>6F. Do not use or participate in any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims. (Principle: Veracity; key words: fraud, communication)</p> <p>6G. Identify and fully disclose to all appropriate persons any errors or adverse events that compromise the safety of service recipients. (Principle: Veracity; key words: truthfulness, communication, safety, clients, service recipients)</p> <p>6H. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public. (Principle: Veracity; key words: truthfulness, communication)</p> <p>6I. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize). (Principle: Veracity; key words: truthfulness, communication, plagiarism, students)</p> <p>6J. Do not engage in verbal, physical, emotional, or sexual harassment of any individual or group. (Principle: Fidelity; key words: inappropriate communication, harassment, digital media, social media, social networking, professional civility)</p> <p>6K. Do not engage in communication that is discriminatory, derogatory, biased, intimidating, insensitive, or disrespectful or that unduly discourages others from participating in professional dialogue. (Principle: Fidelity; key words: inappropriate communication, professionalism, professional civility)</p> <p>6L. Engage in collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients. (Principle: Fidelity; key words: communication, collaboration, interprofessional, professional civility, service recipients)</p>
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Program Policy 3

Title: Student Privacy and Confidentiality

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To inform students of how the program and college protect the privacy and confidentiality of student information and academic records.

Policy:

- I. All confidential student information collected by the program is kept in a secure, locked location within the offices of program faculty.
- II. Only authorized college personnel have access to the student information on an as needed basis
- III. Students are required to acknowledge and sign the program's Release of Confidential Information Form located in the appendix.
- IV. Academic Fieldwork Coordinator (AFWC) provides the fieldwork sites with a copy of the FERPA policy to ensure student privacy and confidentiality.
- V. Students are instructed to review the [Privacy of Student5 Records/FERPA](#) information found on the college's website.
- VI. All confidential student information collected by the college is protected as outlined by college policy and procedures. The program is consistent with the following college policy and procedures:
 - A. [Procedure 8.6.9 Confidentiality of Student Records](#), Section V. Release Without Consent and Section VI, Directory Information
 - B. [Procedure 8.6.9.1 Confidentiality of Student Records Procedure](#)

Program Policy 4

Title: Informed Consent

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

- I. To explain the expectations and role of students or non-students when participating as subjects or as patient-simulators during laboratory and fieldwork experiences.
- II. To provide information regarding videotaping, audio taping, photographing, or imaging of individuals for instructional purposes:
- III. To inform students of requirements of fieldwork facilities that may include drug testing and background investigation:
- IV. To provide a means for the control of information the student wants the faculty or program to release to future employers, other programs, you (the student), etc.
- V. To provide students with information regarding the legal responsibility of a patient's right to refuse participation in fieldwork education.

Policy:

- I. Students are required to acknowledge and sign the Program Lab Release Form. This document is found in the appendix of this manual.
- II. Non-students who participate in classroom and laboratory exercises are required to acknowledge and sign the Non-Student Informed Consent to Participate in Classroom/Laboratory Exercises for Educational Purposes. This document is found in the appendix of this manual.
- III. Students acknowledge and sign the Program Imaging Permission Form found in the appendix of this manual prior to the first program course. The program is consistent [HGTC Policy 6.1.2 College Use of Photographs](#)
- IV. The student, upon admission into the program, acknowledges the requirement to sign an affidavit acknowledging mandatory urine drug screening and criminal background check. The affidavit form is kept on file with the original OTA program application in the admissions office. The affidavit can be found in the [Student Background Check, Drug Screening & Immunization /Health Information Packet](#)
- V. Students sign the Release of Confidential Information form to allow the faculty or program to release information to future employers, other programs or to the student. This information may include, but is not limited to, personal and academic information, release of immunization records, and release of practicum reports. The Release of Confidential Information form is located in the appendix of this manual.
- VI. The student, upon admission into the program, acknowledges the requirement to abide by the [Lewis Blackman Hospital Patient Safety Act](#). This Lewis Blackman Hospital Acknowledgement Form is found in the appendix of this manual.

Program Policy 5

Title: Class, Laboratory and Fieldwork Attendance

Original Date: 03/2022

Revision Dates: 08/2023

Last Review Date: 08/2023

Purpose:

To provide guidelines and requirements regarding attendance for successful completion of the Occupational Therapy Assistant Program.

Policy:

I. Classroom Attendance

- a. Students are expected to attend a minimum of 80% of all classes, but a program or an instructor may make the attendance policy stricter if required, with program director approval.

For a 15-week course (Fall and Spring) the allowed number of absences is as follows:

M/W classes: 6 absences are allowed regardless of reason

T/TH classes: 6 absences are allowed regardless the reason

Once a week: 3 absences regardless of reason

For a 7-week course (Fall and Spring) the allowed number of misses is as follows:

Once a week: 2 absence regardless of the reason

- b. An absence is defined as missing greater than 10 minutes of classroom time or leaving class early with more than 10 minutes remaining.
- c. Students are required to notify the faculty member(s) of each course(s) from which they will be absent prior to the start of the course meeting time. Notification should be made by the student through their HGTC.edu email, not relaying the message through a classmate via text, email or other means of communication.
- d. After the allowed number of absences, the student will be dropped from the course with a W or a WF. Remember an absence is an absence; there are no excused absences.
- e. Classroom tardiness is defined as arriving up to 10 minutes after scheduled class time. Three tardies will be counted as one class absence.

II. Fieldwork Attendance

- a. Students are expected to adopt the working hours of their assigned fieldwork educator. In some instances, this may require late evening or weekend hours or holidays. Completion of scheduled hours is required to pass each fieldwork rotation. No more than 10% of the total hours may be made up. Days and times of makeup hours are at discretion of the fieldwork educator and AFWC. Fieldwork absences of more than 10% of the total scheduled hours for a fieldwork assignment or failure to make up the allowed 10% will result in failure of the course.
- b. Fieldwork tardiness is defined as arriving up to 10 minutes after scheduled start time. A student may not have more than one (1) tardy for a Level I Fieldwork and not more than three (3) for a Level II Fieldwork assignment. Missing more than the allowed number of tardies may result in removal from the program.
- c. The student will report to the fieldwork site prior to the designated start time as established by the fieldwork educator and AFWC. If for some reason the student is unable to arrive at the fieldwork site by the designated start time, the student must notify the fieldwork educator and AFWC as soon as possible.

- d. Attendance throughout the fieldwork experience ensures maximum student participation in professional growth and development. Absences of a non-emergency nature can limit the student's educational experience in the clinic. No student may have any unexcused absence during a fieldwork education experience. An unexcused absence occurs when a student is not present during a scheduled fieldwork day and has not obtained prior permission from the fieldwork educator and the AFWC. The fieldwork educator and AFWC will determine if the reason for the absence is reasonable.
- e. Students must schedule all non-emergency appointments (dentist, doctor, other) outside of fieldwork hours. Students are not to leave fieldwork sites early for personal jobs or work. Personal work schedules must not interfere with fieldwork time. In the event of a conflict, the fieldwork experience takes precedence.
- f. A student may request adjustments to their fieldwork schedule, but adjustments are not automatic and are dependent on the fieldwork educator's schedule. The fieldwork educator and the AFWC will determine if the if the request will be approved.

Program Policy 6

Title: Electronic Devices

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To inform students of how electronic devices may be utilized in the program.

Policy:

- I. All electronic devices that may disrupt the classroom must be turned off or on silent and put away during lecture and lab classes.
- II. Cell phones may not be placed on lecture tables or lab tables without special permission by the instructor for special circumstances.
- III. Computers and iPads may be used in the lecture and lab setting for purposes of accessing course material.
- IV. Calculators may be allowed for specific quizzes/tests/exams when announced by the instructor.
- V. No electronic devices of any kind are permitted during testing in the classroom or laboratory setting.
- VI. Audio or video recording of lectures, laboratory sessions, etc., may only be performed with the expressed permission of the instructor.
- VII. Student video or audio recording of classroom examination, laboratory practical examinations, competency examination, other graded activity or review of the listed items is not permitted under any circumstances.

Program Policy 7

Title: Dress Standards for Classroom, Laboratory and Clinic

Original Date:

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide students with information concerning the dress and appearance in the classroom, laboratory, and fieldwork settings.

Policy:

- I. Attire: Classroom and Lab Attire: The program requires business casual attire or scrubs. Business attire includes slacks, khaki pants, or chinos, blouses, sweaters, button-downs, Henley's or polo shirts, closed-toed shoes with rubber soles. Jeans, t-shirts, sweatshirts/hoodies, crop tops, tank tops, heels, open toe shoes, skirts, dresses, etc. are not acceptable. Any color or pattern of scrubs may be worn. Attire should be neat, clean, without wrinkles, and properly fitting with skin color undergarments. No visible cleavage, chest hair, stomach skin, or back showing.

Clinic Attire: Students should adhere to the dress code of the facility to which they are assigned. Attire should be neat, clean, without wrinkles or holes, and properly fitting with skin color undergarments. Pants must not drag on the floor. No visible cleavage, chest hair, stomach skin, or back showing.
- II. Shoes: Faculty and students will wear skid resistant or non-slip shoes with enclosed toe and heel in the laboratory and clinic setting.
- III. Hygiene: Hair must be neat, clean, and maintained so as not to contaminate a peer, patient, or the caregiver. Hair below shoulder level must be pulled back and secured out of the face in the laboratory and the clinic setting. Extreme hair colors, hairstyles and hair ornaments are not allowed in the classroom, laboratory or clinic setting. Beards and mustaches must be well groomed and always kept clean. Fingernails must be kept at a length not to exceed the pad of the finger so as not to injure a peer or patient in the laboratory and clinic setting. Clear or light-colored nail polish may be worn if it is neat and without designs. Artificial nails harbor yeast and bacteria and are, therefore, not allowed.
- IV. Identification: Student identification must be worn in every fieldwork setting on the left front bodice/collar of the shirt. Students must wear the HGTC Student ID Badge and/or an Institutional ID Badge in any health care agency, which requires and provides it.
- V. Jewelry: No more than two rings may be worn on the hand. If medically needed, a medical alert bracelet/necklace may be worn. Visible body piercing including tongue stud/ring, clear nasal stud, gauges, or brow jewelry is to be removed prior to patient care and not worn while in uniform.
- VI. Tattoos: All visible tattoo must be covered during a fieldwork experience.
- VII. Cosmetics/Fragrance: Cosmetics are to be worn in moderation and be consistent with the expected appearance of a healthcare professional. Scented perfumes, powders, after-shave lotions, colognes, and antiperspirants/deodorants may cause allergic reactions in some individuals and are not to be worn. Lotions and deodorants must be limited to those bearing light or no scent.
- VIII. Chewing Gum or Tobacco: Neither of these products is allowed during classroom, laboratory, or fieldwork experiences. The uniform may not smell of smoke upon arrival to the fieldwork area. Smoke odors embedded in clothing are as offensive as smoking.

Program Policy 8

Title: Grading Policy

Original Date:

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide information to each student concerning the calculation of grades and to assure consistency and fairness in assigning grades. The OTA Program grading policy is different than the HGTC grading policy.

Policy:

- I. A grade of "C" or better must be achieved in all required OTA courses for a student to progress through the program. A final grade of less than 75 is not passing in the OTA Program and does not meet the requirements for progression within the program. This policy is different than the Horry Georgetown Technical College Grading Policy.

GRADING SCALE:

A = 100 – 90

B = 89 – 80

C = 79 – 75

D = 74 – 69

F = 68 – 0

- II. Each student must demonstrate safety and competence in required laboratory practical examinations and laboratory practical competency examinations. Each course with a laboratory component includes practical examinations that must be mastered within the course.

Practical Exams:

The student is required to successfully complete each practical examination for the course prior to the final laboratory competency examination or per the instructor's schedule. The course instructor will announce the due date of the practical examinations in the instructor course informational sheet. Failure to complete a practical examination will prohibit the student from completing the laboratory competency examination, if applicable, which will result in failure of the course.

All critical elements must be successfully completed in order to pass a practical examination. If a student scores below a 75% on a practical exam, it must be repeated and no more than two attempts for each practical examination may be completed. A second attempt of a practical examination will result in a maximum score of 75% or 7.5. If the student does not pass the practical examination on the second attempt, the student will fail the course and be removed from the OTA program.

- III. Each student must demonstrate safety and behavior competence in designated criteria to successfully pass Level II Fieldwork course. Students who do not pass a Level II Fieldwork course will be removed from the program.

Program Policy 9

Title: Makeup Assignments

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide information concerning makeup assignments.

Policy:

- I. Completion of makeup assignments is at the sole discretion of the course's primary instructor.
- II. The instructor will clarify the course's makeup assignments (examinations, practical examinations, laboratory competency examinations, homework and assigned documentation) policy on the Instructor's Course Information Sheet for each class.
- III. Makeup examinations will be taken in the [Testing Center](#) on the Grand Strand campus, or a location designated by the instructor.

Program Policy 10

Title: Program Progression

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide information concerning the requirements for progression in the Occupational Therapy Assistant Program.

Policy:

- I. Progression: Students in the program are subject to the standards outlined in the most current college catalog.
- II. Additional standards applicable to the students in the program are as follows:
 - a. All required didactic and laboratory courses within the program curriculum must be completed in the sequence and timeframe outlined in the College Catalog.
 - b. Students are required to complete 16 weeks of Level II fieldwork within 12 months following completion of the didactic portion of the program.
 - i. Students must complete Level II fieldwork assignments in a minimum of 2 and maximum of 3 different *settings*, not facilities. For example, if a hospital offers occupational therapy services in acute care, medical rehab & outpatient settings, a student may complete all Level II fieldwork experiences at that hospital.
- III. Students are required to maintain an overall 2.5 grade point average (GPA) in OTA courses to progress and graduate from the program. The program is consistent with the following college policy and procedures:
 - a. [Policy 8.6.6 Standards of Academic Progress](#)
 - b. [Procedure 8.6.6.1 Standards of Academic Progress](#) (exception: students in the program must maintain a 2.5 GPA and not a 2.0 GPA as indicated by the college's procedure)
- IV. Occupational Safety and Health Administration (OSHA) Training must be successfully completed.
- V. Health Insurance Portability and Accountability Act (HIPPA) Training must be successfully completed.
- VI. Each student must demonstrate safety and competence in required laboratory practical examinations and laboratory competency examinations.
- VII. Practical Exams: Students are required to successfully complete each practical examination for the course prior to the final laboratory practical competency examination or per the instructor's schedule. The course instructor will announce the due date of the practical examinations in the instructor course informational sheet. Failure to complete a practical examination will not allow the student to complete the laboratory practical competency examination, which will result in failure of the course.
- VIII. Fieldwork Safety: Each student must demonstrate safety and ethical behavior competence in required fieldwork courses. Students must obtain a minimum score of 3 on items in Section I: Fundamentals of Practice on the AOTA Fieldwork Performance Evaluation at final to pass any fieldwork experience.
- IX. Fieldwork Scoring: Each student must obtain an overall score at final on the Fieldwork Performance Evaluation Tool for fieldwork experiences as follows:
 - a. Level I-A requires a minimum overall final score of 58
 - b. Level I-B requires a minimum overall final score of 102
 - c. Level II-A and Level II-B require a minimum overall final score of 91
 - d. A score of one (1) on any item during any Fieldwork Performance Evaluation will prohibit the student from passing the fieldwork experience.

- e. Students who do not meet the overall final score requirement for a fieldwork experience
 - i. Level I-A and Level I-B: The student will not be permitted to continue coursework and will be required to apply for program re-entry
 - ii. Level II-A: The student will be remediated and placed in a second facility. Placement in another site will be concurrent with the college calendar. Only two (2) attempts are permitted. Failure of a second Level II-A will result in dismissal from the program. Students must successfully complete Level II-A fieldwork to progress to Level II-B fieldwork.
 - iii. Level II-B:
 - 1. Students who successfully completed Level II-A on the first attempt will be remediated and placed in a second fieldwork experience. Placement will be concurrent with the college calendar. Only two (2) attempts to successfully pass Level II-B are permitted. Failure of a second Level II-B will result in dismissal from the program.
 - 2. Students who required two (2) attempts to successfully complete Level II-A are allowed only one (1) attempt to successfully complete Level II-B.

- X. Fieldwork Level II-A and Level II-B Termination: One or more of the following may result in student termination and failure of a fieldwork experience:
 - a. A significant percentage of unsatisfactory or low scores on the Fieldwork Performance Evaluation tool.
 - b. Behaviors that place co-works, self, and/or clients at risk
 - c. Unethical or unprofessional behaviors
 - d. Significant deficits in developing skills in implementing interventions
 - e. Failure to adhere to policies and procedures of a fieldwork site
 - f. Failure to fulfill any appropriate and essential requirement or significant issue particular to the fieldwork site

- XI. Student Retention: The program will use the following resources to assist students in achieving success in the technical and fieldwork education components of the program to promote retention. Additional measures will be implemented to support student graduation and licensure as an occupational therapy assistant such as:
 - a. Guided plan for success to define personal goals, enhance academic and other success skills, and achieve their goals.
 - b. New and prospective student orientation sessions to explain information including but not limited to fieldwork requirements, travel requirements, course progression requirements, and attendance requirements for lecture and laboratory classes.
 - c. Use of examinations, competency checklists and formative and summative evaluations including feedback to the student to their progress in the program and is part of the educational process.
 - d. Midterm and end of term academic advising to review student progress and to address potential difficulties early.
 - e. Midterm and end of term completion of professional behaviors using the Professional Behaviors Form (*a copy is included in the appendix*) to identify professional behaviors that need to be addressed and referred to the appropriate college resource, if needed.

- XII. Other college resources:
 - a. [Academic Advising](#): Academic counseling is focused on student retention, from first contact with the College through graduation. Counselors work with students to assist in clarifying educational goals and choosing an appropriate major. Counselors support and facilitate student success by providing retention counseling and offering numerous educational and informative seminars/workshops on topics including test-taking strategies, time management, study skills and stress management. Online information regarding Academic Advising can be accessed [here](#).

- b. [Counseling Services](#): Counselors provide confidential consultation and assistance with educational and personal problems that may interfere with progress toward student goals. A network of community resources and referral agencies exists to support the mental health needs of students. Online information regarding Counseling Services can be accessed [here](#).
- c. [Services for Students with Disabilities](#): HGTC is committed to providing an accessible environment for students with disabilities. The primary purpose of Services for Students with Disabilities is to improve the educational development of students with disabilities through the understanding and support of the campus environment. This mission is accomplished through direct assistance to students with disabilities, encouragement of their independence, creation and maintenance of an accessible occupational environment, and the provision of a supportive psychological environment so that students may achieve their educational objectives. Online information regarding services for students with disabilities can be accessed [here](#).

The College understands that students with disabilities may require unique appropriate academic accommodations and must have their needs assessed on a case-by-case basis. Student inquiries may be directed to the Coordinator of Services for Students with Disabilities on the Conway Campus or the Coordinator of Student Services on the Grand Strand or Georgetown Campus, who will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Students must meet the essential functions and technical standards for OTA students. OTA students work in a variety of locations and environments. Reasonable expectations of a student in the OTA program of performance of common occupational therapy interventions must be met. It is in the best interest of the student and the patient's rights to safety and quality health care by students that they must be able to apply the knowledge and skills needed in a broad variety of fieldwork situations. These standards may not be required for employment of a graduate OTA. To verify these standards a student may be required to demonstrate certain technical standards and skills that are considered essential functions in the job of an OTA.

- d. [Student Success & Tutoring Center](#): The Student Success & Technology Center (SSTC) has been established to provide students with assistance in achieving academic success. Materials in many subject areas will be housed in the "Centers" with available assistance from College staff and faculty to provide the students with alternative modes of study. The Student Success & Technology Centers provide such services as tutoring for mathematics, reading and English; supplemental materials and learning tools for many college courses; and a study area and special assistance for reading and writing assignments. On the Conway Campus, the Center is located in the 1100 Building, Library; on the Grand Strand Campus, the Center is in the 200 Building, Room 1115; and on the Georgetown Campus, Building 100, Room 149 (Student Lounge). Online information regarding the SSTC can be accessed [here](#).
- e. Academic Alert System: The purpose of the Academic Alert System is to provide faculty and staff members with an opportunity to supply early feedback on a student's academic behavior and progress so that the student has the best chance of success. When a faculty member chooses to refer a student through the Academic Alert System, the Department of Student Services at Horry-Georgetown Technical College will ensure that the student receives the support services that he or she needs to develop a plan of support and/or correction. It is important for the faculty and staff members to be cognizant that the timeliness of the referral and the amount of information provided enhances the chance that this system will help a student achieve academic success.

Program Policy 11

Title: Student Competence Prior to Fieldwork

Original Date:

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To inform the student and fieldwork educator when the practical examination have been successfully completed in the technical program.

Policy:

- I. Practical examinations are completed in courses throughout the technical curriculum.
- II. The AFWC is responsible for informing fieldwork educators as to what practical examinations a student has successfully mastered prior to the start of a fieldwork rotation.
- III. Students must successfully complete the practical examinations (where applicable) in the designated technical semester to progress to the fieldwork portion of the curriculum.
 - a. If a student scores below a 75% on a practical examination, the practical may only be repeated once for a total of two attempts
 - b. A second attempt of a practical examination will result in a maximum score of 75% or 7.5 points.
 - c. If the student does not pass the practical examination on the second attempt, the student will fail the course and be removed from the OTA program.

Program Policy 12

Title: Academic Alert

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: 03/2022

Purpose:

To provide program faculty and students with the information regarding issuing an academic alert for OTA courses.

Policy:

- I. Program faculty will issue an academic alert for students whose lecture examination test average after two tests is below a 75%.
- II. The program recommends that program faculty issue an academic alert for students who require additional support provided by HGTC services to improve success in the program. Faculty will refer to the attributes in the academic alert system to assist in the creation of the academic alert.

Program Policy 13

Title: Academic Probation

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide students with information regarding the criteria for being placed on academic probation.

Policy:

- I. Per faculty recommendation, students may be placed on academic probation if the overall final course average is no less than 73%.
- II. Students may only be placed on academic probation one time in the program and for only one course.
- III. Students who are on academic probation for a course must meet with their program academic advisor to establish a written academic plan for the next technical semester's coursework including strategies for success.
- IV. At the discretion of the course faculty, a student on academic probation may be required to complete additional assignments to ensure competency of the didactic material.
- V. The terms of the student's academic probation will be in effect throughout matriculation in the program.

Program Policy 14

Title: Student Academic Misconduct

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

HGTC Policy 9.3.7.1, Student Code is taken directly from South Carolina Technical College System Policies and Procedures Manual

[SC Technical College System Policy 3-2-106 Student Code & Grievance Procedure](#)

[SC Technical College System Procedure 3-2-106-1 Student Code for the SC Technical College System](#), Student Conduct s 3(A), Student Disciplinary Procedures s 4(B)

Purpose:

- I. To provide the student with information on academic misconduct.
- II. To provide the student and faculty information on student disciplinary procedure.

Policy:

- I. The program is consistent with following college policy and procedures:
 - a. [HGTC Policy 9.3.7 Student Code and Grievance Policy](#)
 - b. [HGTC Procedure 9.3.7.1 Student Code](#), Student Code 3(A)

Program Policy 15

Title: Student Withdrawal

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide information and guidelines which will assist students who wish to withdraw from the Occupational Therapy Assistant Program.

Policy:

- I. Students are instructed to follow the Withdrawal procedure stated in the College Catalog.
- II. The program is consistent with the following college policy and procedures:
 - a. [HGTC Policy 8.6.3 Withdrawal](#)
 - b. [HGTC Procedure 8.6.3.1 Withdrawal Procedure](#)
 - c. [HGTC Procedure 8.6.3.2 Military Withdrawal and Military Leave](#)

Program Policy 16

Title: Program Dismissal

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide information to students concerning the requirements for professional behavior in the Occupational Therapy Assistant Program.

Policy:

- I. Violation of the Student Code of Conduct as described in the college catalog could result in dismissal from the OTA Program.
- II. Violation of the policies and/or procedures of the program could result in dismissal.

Procedure:

- I. The Memorandum of Understanding (contracts) used for fieldwork experiences outlines the following procedure:
 - a. if a conflict arises at a fieldwork site between an employee of the facility or a Fieldwork Educator and student, the AFWC and shall intervene within seven (7) calendar days to attempt to resolve the matter.
 - i. The facility may require that HGTC immediately remove a student from a fieldwork experience when:
 1. the facility believes that the student exhibits on or more of the following:
 - a. inappropriate behavior,
 - b. disruptive behavior,
 - c. does not comply with facility rules or policies, and/or
 - d. poses a threat to the health, safety or welfare of a patient, employee, or any other person or for any other reason deemed necessary by the facility.
- II. Upon receipt of the roster or at any time after a fieldwork experience begins, the facility may refuse to allow any student to participate in a fieldwork experience if the individual has an unfavorable record with facility from previous employment, a previous fieldwork experience, or for any other reason.

Program Policy 17

Title: Due Process

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide the student with information regarding due process of student complaints.

To provide stakeholders of the program with the mechanism to file a complaint.

Policy:

- I. Students must follow the Student Grievance Procedure for the South Carolina Technical College System in the college catalog.
- II. Stakeholders of the program are instructed to file a complaint through the [Accreditation Council of Occupational Therapy Education](#) (ACOTE). ACOTE's statement reads:

"The Accreditation Council for Occupational Therapy Education (ACOTE®) has a formal policy regarding the filing of a complaint. ACOTE will investigate a complaint when it believes practices or conditions indicate the educational program may not be in substantial compliance with accreditation standards or established accreditation policies. However, ACOTE is not able to intervene on behalf of individual students or act as a court of appeal for faculty members or students in matters of admission, appointment, promotion, or dismissal. The filing of a formal complaint is considered a "last resort" to be taken after all other avenues for resolution have been explored."

- III. The program is consistent with the following college policy and procedures:

- A. Policy [9.3.7 Student Code and Grievance](#)
- B. Procedure [9.3.7.1 Student Code](#)
- C. Procedure [9.3.7.2 Student Grievance](#)
- D. Procedure [9.3.7.3 Student Grievance Process for Concerns Related to Faculty English Fluency](#)
- E. Procedure [9.3.7.4 Student Code Procedures for Addressing Alleged Acts of Sexual Harassment Under Title IX](#)

Program Policy 18

Title: Occupational Therapist or Occupational Therapy Assistant Transfer Student

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To clarify student requirements for transfer from an occupational therapy or occupational therapy assistant program.

Policy:

- I. The potential transfer student must:
 - a. Meet the College's admission requirements and the program time limits for course transfer.
 - b. Request a meeting with the program director to review academic status while a student in a previous OTA or OT program.
 - c. Sign a release form that allows the program director to discuss the academic status with the program director of the program in which the student was previously enrolled.
 - d. The program director will review the potential transfer student's transcript, instructional package (or equivalent) and the college/university catalog of the previous institution to determine if the student's current academic completion complies with HGTC's program.

Program Policy 19

Title: Program Re-Application Policy

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To explain the process for re-application into the Occupational Therapy Assistant Program.

Policy:

- I. Students who are accepted into the OTA program but do not successfully complete the first semester are required to reapply to the OTA program. The application for the program can be found on the [program's webpage](#).
- II. A student who has been accepted into the program for any given year but declines entry at that time and wishes to enter in a subsequent year must re-apply for admission, using the forms and published criteria for program admission applicable to the year he or she wishes to enter.
- III. A student who has unsuccessfully attempted the first technical semester of the OTA program in two consecutive academic years, will be required to wait a minimum of two years following that last attempt to reapply.

Program Policy 20

Title: Program Re-Entry Policy

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide the process for re-entry into the program.

Policy:

- I. This policy details the requirements for processing an individual's request for re-entry into the program and how the program determines re-entry. Re-entry must take place within one year.
- II. Conditions for consideration of program re-entry include that the student:
 - a. withdrew or was dismissed after successful completion of, at minimum, the first technical semester of program coursework
 - b. is in current good standing with the program and the college
 - c. met all financial obligations to the program and the college
 - d. has maintained a cumulative college GPA of 2.0 or higher
- III. Re-entry process:
 - a. The student must submit a formal, written request for program re-entry to the program director and must be postmarked no later than 11:59pm June 30th of the academic year in which they are applying.
 - b. The request must address the reasons for previous withdrawal and changes that increase probability for program completion.
 - c. The program director will evaluate the request and verify that the student meets the conditions for re-entry as outlined above.
 - d. The program director convenes a meeting of the program faculty for approval or disapproval for re-entry. The decision of the committee is final.
 - e. If more than one student seeks re-entry, the student with the highest cumulative GPA will receive re-entry.
 - f. The program director will inform the student within 3 business days of the decision made by the faculty through a phone call, email or postal letter.
- IV. If the request is approved, the following conditions of criteria will be met:
 - a. The student will complete all required medical and background requirements as directed by the re-entry letter from the program director.
 - b. The student will review the student and fieldwork manual, complete all required forms, and turn the form into the program director prior to the day of re-entry.
 - c. The student will schedule an orientation meeting with the program director prior to the day of re-entry.
 - d. The student must repeat and pass all practical examinations performed prior to withdrawal or dismissal. The student will receive a re-entry letter from the program director identifying the practical examination (s) the student will need to complete.
 - e. The student will contact the program director to schedule a time to complete the practical examination after the student has received a re-entry letter from the program director.

Program Policy 21

Title: Campus Safety and Emergency Procedures

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide the student with information regarding campus safety and emergency procedures.

Policy:

- I. The student is responsible for reviewing the following campus safety and emergency procedures.
 - a. [Campus Safety](#)
 - b. [Emergency Procedures](#)
- II. During the first week of the first technical semester the faculty will complete the following safety exercises with the students:
 - a. Review college [Safety and Emergency](#) and [Phone System Training](#) videos
 - b. Review the role of student and faculty during an active shooter situation
 - c. Review when the faculty or student may utilize the inside dead bolts on the lab and lecture doors
 - d. Show students the location of fire pull stations that are closest to the OTA labs
 - e. Show the students the exit doors closest to the OTA lab and lecture rooms
 - f. Show students the location where all program students will meet outside of the building during an emergency evacuation

Program Policy 22

Title: Health Services

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide students with information regarding health services at the college.

Policy:

- I. Students are instructed to follow the Health Services procedure stated in the College Catalog.
- II. The program is consistent with following college policy and procedure:
 - a. Policy 9.4.3 [Health Services for Illness or Injury Policy](#)
 - b. Procedure 9.4.3.1 [Health Services for Illness and Injury Procedure](#)

Program Policy 23

Title: Student Blood and/or Body Fluid Exposure Follow-Up or Chemical Exposure

Original Date:

Revision Dates: N/A

Last Review Date: N/A

Purpose:

- I. To provide guidelines for prompt and appropriate follow up of all blood/body fluid exposure.
- II. To inform students of the location of the Material Safety Data Sheets (MSDS) for products used in the OTA program.

Policy:

- I. Mandatory General Hospital Orientation training is required prior to attending fieldwork which includes OSHA, blood borne pathogens and hazardous materials training.
- II. Faculty will implement the policy and procedure of the assigned fieldwork agency when a student is exposed to blood/body fluids while in a fieldwork setting. All exposure of students to blood/body fluids are to be reported immediately to the Employee Health Coordinator or other individual as designated by the specific institution in which the students are exposed. The student will receive follow up care (first aid, evaluation and prophylaxis as indicated). Post Exposure Protocol will be implemented within one hour following exposure to known or highly suspected HIV positive clients.
- III. An incident report will be filed according to the specific fieldwork site policy and the policies and procedures of the College. Appropriate forms for Workman's Compensation will be completed. The following college policy and procedure will be followed:
 - a. Policy 3.7.4 [Accidents/Illnesses Occurring On or Off Campus Policy](#)
 - b. Procedure 3.7.4.1 [Accidents Occurring On or Off Campus Procedure](#) (contains Accident/Incident Report form)
- IV. Faculty members who accompany students to any fieldwork site are responsible for acquiring knowledge of the specific fieldwork site's policies and procedures prior to any student fieldwork experiences to assure that students who are exposed to blood/body fluids will receive appropriate care in a timely manner.
- V. A Material Data Safety Sheet (MSDS) folder is kept on file in the program laboratory.

Program Policy 24

Title: Laboratory Regulations for Safety and Order

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

The program faculty is committed to maintaining a safe and orderly environment for students enrolled in the program and visitors to the lab. Faculty members will review the locations of the nearest exits, fire extinguisher and infection control materials on the first day of classes. Faculty will instruct students in the handling of fire emergencies, medical emergencies, and matters related to personal safety.

Policy:

I. Lab Safety Rules

- a. Program lab equipment (mat tables and hospital bed excluded) may only be used under direct supervision of program faculty or program tutor during scheduled instructional lab times or during scheduled open lab times.
- b. Open lab times will be scheduled at the beginning of each semester, program faculty or program tutor must be present during open labs.
- c. Students may have study sessions with no use of program lab equipment (mat tables and hospital bed excluded) in rooms 1160 without direct supervision of program faculty or program tutor.
- d. Students must report any damage of any equipment to the lab instructor immediately.
- e. Each student is responsible for cleaning the treatment area and equipment upon completion of its use.
- f. A first aid kit and infection control materials are available in the laboratory.
- g. In the event of a fire emergency, students should activate the RACE Plan.
 - R - Remove any individuals in immediate danger
 - A - Announce the fire
 - C - Contain the fire
 - E - Escape
- h. When in doubt- announce and escape
- h. In the event of a medical emergency in which an instructor is present, the instructor will take charge of the situation. Listen for instructions, which may include activating the EMS system, obtaining equipment and supplies, assisting with CPR, and/or removing other individuals from the area.
- i. In the event the instructor is involved in the medical emergency, or the instructor is not present, the student(s) must take charge by contacting campus public safety by activating the campus safety alert on classroom telephones or by calling 911, and provide emergency first aid (ABC's: Airway, Breathing, Circulation-bleeding).
- j. If the occupational safety of a student or faculty member is threatened, campus public safety should be notified immediately by activating the campus safety alert on classroom telephones or by calling 911. Emergency numbers are posted by the phones located in each classroom and lab utilized by the program. A copy of the HGTC Safety & Emergency Response Manual is in each classroom and lab utilized by the program
- k. Students are to utilize appropriate infection control procedures at all times.
- l. Students must notify the faculty if they have a medical condition, which may prevent participation as a subject or patient-simulator in the lab setting.
- m. Students are required to acknowledge and sign the program's Student Lab Release Form in the first semester of the program prior to their first laboratory course

II. Lab Order Rules

- a. Respect others at all times.
- b. No cell phones may be used without special permission from the instructor.
- c. Students are to remove footwear when utilizing the treatment tables and floor mats.
- d. All equipment and/or supplies must be cleaned returned to the proper storage area upon completion of lab.
- e. Students may not bring food or beverages into the lab.
- f. To ensure the student's privacy and to protect them against any embarrassment, no unauthorized visitors will be permitted in the lab.
- g. Students will do laundry for lab classes consisting of pillowcases, towels, and incidentals the faculty may deem need cleaning.

Program Policy 25

Title: Safety in Student Interactions in the Classroom, Laboratory, and Fieldwork Settings

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

- I. To provide the student with a safe classroom, laboratory, and fieldwork environment.
- II. Recognize the need to protect all students from any potential harm to themselves or others.
- III. To identify how students with physical or mental limitation(s) may progress in the program.

Policy:

- I. Students are required to acknowledge and sign the program's Student Lab Release Form in the first semester of the program prior to their first laboratory course
- II. Students must complete all required fieldwork and general hospital requirements located in the [HGTC Clinical Requirements Packet](#) by the date established by the program.
- III. Students will self-identify any mental or occupational limitation(s) to the program director.
- IV. The program director will review the mental or occupational limitation(s) and determine if the program can make reasonable academic accommodations to allow the student to progress in the program.
- V. The accommodations made for the mental or occupational limitation(s), must still allow the student to meet the course and program learning outcomes.
- VI. The accommodations made for the mental or occupational limitation(s), must still allow the student to meet the technical requirements of the chosen profession.
- VII. When appropriate, the program director will consult with a student services representative to develop an accommodation plan for the student.
- VIII. If an accommodation plan for an occupational or mental limitation(s) is unable to be developed, the student will be withdrawn from the program.

Program Policy 26

Title: Safety of Students When in the Role of Subjects or Patient-Simulators

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To ensure student safety during lab experiences.

Policy:

- I. Students are required to acknowledge and sign the program's Student Lab Release Form in the first semester of the program prior to their first laboratory course.

Program Policy 27

Title: Ensuring Program Laboratory Equipment is Safe, Appropriately Maintained and Calibrated

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To ensure equipment used in the program laboratory is in safe working order and is appropriately maintained and calibrated.

Policy:

- I. The program faculty and students are responsible for assuring that the equipment used in the program laboratory is in safe working order (i.e., proper temperature), properly maintained (i.e. no damaged cords) and calibrated (i.e. check the inspection sticker).
- II. Service/maintenance contracts have been implemented to handle regularly scheduled calibration of equipment. Checklists are present in the laboratory indicating when the equipment was last maintained and/or calibrated and by whom. The checklist will include a contact person/number in order to report any problems or malfunctioning of equipment. These procedures will be put in place as each piece of equipment is purchased and placed in the laboratory for student use.
- III. An annual biomedical equipment check will be performed on all electrical equipment in the department in accordance with preferred practice standards. Vendors will be contracted to perform this function.
- IV. Signs will be posted regarding precautions in equipment use as is deemed necessary.
- V. An equipment notebook, listing each piece of equipment and serial number will be kept in the OTA Program director's office. This procedure will be implemented as each piece of lab equipment is put into operation in the laboratory.

Program Policy 28

Title: Accidents or Illnesses Occurring On or Off Campus

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide guidelines for prompt and appropriate follow up of all accidents/illnesses involving personal injury of a student on or off campus.

Policy:

- I. Accidents/Illness Occurring on Campus
 - a. Students are instructed to follow the procedures as stated in the college's [Safety and Emergency Response Manual](#), Appendix J, Medical Emergency and/or other procedures necessitated by the situation.
 - b. The program is consistent with the following college policy and procedures:
 - i. [Policy 3.7.4 Accidents/Illnesses Occurring On or Off Campus](#)
 - ii. [Procedure 3.7.4.1 Accidents/Illnesses Occurring On or Off Campus](#) (contains incident report form)

Program Policy 29

Title: Off Campus Laboratories and Field Trips

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide students with travel information for off campus laboratory experiences and field trips.

Policy:

- I. The program is consistent with the following college policy and procedure:
 - a. [8.1.1. Field Trips/Student or Group Travel Policy](#)
 - b. [8.1.1.2 Field Trips/Student or Group Travel Procedure](#)

Program Policy 30

Title: Drug Testing at Fieldwork Site

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To inform students of on-site urine drug screening at clinic assignments.

Policy:

- I. Students may be required to take a urine drug screen at any time during fieldwork.
- II. If a fieldwork site asks to have a student removed because of drug screening results, the student will be dropped from the program.
- III. If a student thinks they were wrongfully dropped, they may follow the college policy and procedure which follow the South Carolina Technical College System:
 - a. [9.3.7. Student Code and Grievance Policy](#)
 - b. [9.3.7.2 Student Grievance Procedure](#)

Program Policy 31

Title: Health and Professional Liability Insurance Requirements for Fieldwork Education

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

- I. To clarify the student's responsibility to provide documentation of their student health record.
- II. To clarify the student's responsibility to provide documentation of professional liability insurance.
- III. To clarify the student's responsibility to provide documentation of health insurance.

Policy:

- I. Students must complete the student health record forms in the HGTC Health Science Clinical Requirement packet by the specified date in the admissions letter. The HGTC Health Science Clinical Requirements packet can be accessed online [here](#).
- II. In addition to the HGTC liability insurance policy included in tuition, the student is required to purchase an additional policy with the following coverage prior to any fieldwork course with up to \$1,000,000 each claim professional liability coverage up to \$3,000,000 aggregate professional liability coverage.
- III. Students are encouraged to have health insurance, but it is not required to be enrolled in the program.

Program Policy 32

Title: Student Fieldwork Education Travel

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To clarify the student's responsibility for travel related to program requirements.

Policy:

- I. Students will be expected to travel to a variety of fieldwork sites within a 100-mile radius of HGTC.
- II. Students are responsible for their individual travel to and from all HGTC campuses and to any assigned fieldwork course location(s).

Program Policy 33

Title: Off-Campus Fieldwork Education

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

- I. To allow students to request settings for completion of Level II fieldwork experiences.
- II. To allow students to suggest fieldwork sites that are not currently affiliated with program.

Policy:

- I. Students are required to fill out the Fieldwork Site Setting Selection Form to request Level II Fieldwork experiences. The AFWC will announce the due date for these requests.
- II. Students may request placement at a site for a fieldwork that is not affiliated with program. The following information must be provided on the request form by the student:
 - a. Facility name
 - b. Address
 - c. Telephone number
 - d. Areas of specialization if one exists
 - e. Brief explanation for the request
 - f. The AFWC will review the special requests and determine which requests will be investigated.
- III. While attempts will be made to grant special requests, the College is under no obligation to honor any special requests.

Program Policy 34

Title: Academic Fieldwork Coordinator and Fieldwork Educator Responsibilities

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To outline the responsibilities of the Academic Fieldwork Coordinator and the Fieldwork Educators for fieldwork experiences.

Policy:

- I. The items below are topics that we recommend the fieldwork educator include as part of the orientation process for fieldwork courses. The information is located in the Fieldwork Educators Manual available to Fieldwork Education through the program webpage [here](#).
- II. AFWC Responsibility
 - a. The Academic Fieldwork Coordinator (AFWC) is responsible for coordinating and monitoring the level I and level II fieldwork experiences. It is the role of the AFWC to act as a liaison between the student and the Fieldwork Educator at the facility.
 - b. Before the fieldwork experience the AFWC will:
 - i. verify that a valid memorandum of understanding (MOU) is current and valid for any site hosting a fieldwork student
 - ii. implement and follow all ACOTE standards related to fieldwork
 - iii. serve as a resource for FWEd in establishing and maintaining high fieldwork experiences that meet established objectives
 - iv. provide fieldwork site's with dates of fieldwork experiences a minimum of one year in advance
 - v. maintain current Fieldwork Data Forms for any site hosting a fieldwork student
 - vi. work in conjunction with the FWEd to establish objectives for the fieldwork experience
 - vii. provide continuing education opportunities to fieldwork educators based on outcomes from evaluation of the FWEd, Student Evaluation of the Fieldwork Experience and AFWC observation
 - viii. provide access to the assessment tools utilized for the level of fieldwork experience
 - ix. orient all student to the purpose, policies and procedures of fieldwork education
 - x. advise students regarding fieldwork placements
 - c. During and until completion of the fieldwork experience the AFWC will:
 - i. act as a liaison between the program, fieldwork site and student
 - ii. complete at least one onsite visit for each student during all fieldwork experiences.
 1. depending on the setting, student progression in the didactic and/or fieldwork environment, and the FWEd experience with training students, the AFWC may complete additional onsite or telephone visits
 2. have maximum two contact hours per fieldwork course for each student; additional contact hours may be given depending on the fieldwork setting, student progression in the didactic environment, and the Fieldwork Educator's experience with training students.
 - d. At the conclusion of the fieldwork experience the AFWC will:
 - i. collect and review all assessment materials
 - ii. determine the pass or fail status of students based on the AOTA Fieldwork Performance Evaluation Tool
 1. all items must be scored to pass
 2. the student must earn a sum score of 93 or higher ($\geq 75\%$) to successfully pass the FWPET
 3. the student must earn a score of 3 or higher on the following items to receive a pass on the FWPET
 - a. Item 1 – Adheres to the AOTA's Code of Ethics and all federal, state and facility regulations
 - b. Item 2 – Adheres to safety regulations and reports/documents incidents appropriately

- c. Item 3 – Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents
- 4. a score of 1 on any of the items on the final is not allowed to receive a pass on the FWPET
- 5. reserve the right to contest a student’s pass or fail status

III. Fieldwork Educator Responsibility

- a. Prior to student arrival at the facility, the fieldwork educator will:
 - i. verify eligibility requirements for providing supervision for a Level II fieldwork experience (see Program Policy 35, Policy Statement II)
 - ii. complete or update the Fieldwork Site Date Form
 - iii. participate in establishing learning objectives for the level of the fieldwork assignment
 - iv. review the Fieldwork Educator’s Manual available on the [program’s webpage](#)
 - v. review the Level I Fieldwork Assessment Form or AOTA’s Fieldwork Performance Evaluation Tool depending on the level of the fieldwork experience
 - vi. provide the student with requested information (see Student Responsibilities, a (i), 1-8 below)
- b. Upon student arrival at the facility (day 1), the fieldwork educator will:
 - i. provide a tour of the facility (equipment, supplies, workspace for documentation, student space)
 - ii. review facility operations (scheduling, billing)
 - iii. review facility policies and procedures (including emergency procedures and MSDS location)
 - iv. review the facility’s fieldwork education program (education manual, if available)
 - v. discuss the teaching and learning styles of the student
 - vi. review the student’s prior experiences, strengths, and weaknesses from previous fieldwork experiences and/or prior coursework
 - vii. establish mid-term and long-term goals for the fieldwork experience that support student learning outcomes established by the program
 - viii. review presentation requirements (in-service, case study, literature review)
 - ix. review available observation opportunities (aquatics, surgeries, other disciplines)
- c. During and through completion of the fieldwork experience, the fieldwork educator will:
 - i. meet regularly to provide the student formative and summative feedback regarding student progress, weekly summaries, goals, etc.
 - ii. complete and review assessment activities with the student
 - iii. complete and submit student assessment tools to AFWC by the established dates
 - 1. Level I – no later than 3 calendar days following the end of the fieldwork experience
 - 2. Level II
 - a. midterm – no later than 5pm, Friday of the 4th week of the fieldwork experience
 - b. final – no later than 5pm, Friday of the 8th week of the fieldwork experience
 - iv. contact the AFWC for guidance in addressing a student’s fieldwork progression
 - v. not discuss potential for employment with the student during the fieldwork experience

IV. Student Responsibility

- a. Before the fieldwork experience the student will:
 - i. Contact their fieldwork educator a minimum of 30 days before the fieldwork experiences is to begin for introduction and to request the following information:
 - 1. hours of the facility

2. dress code
 3. parking information
 4. food storage/meals at the facility or local restaurants
 5. phone number of the contact person for emergencies
 6. information about the staff
 7. common diagnoses treated in the clinic
- b. During and through completion of fieldwork, the student will:
- i. arrive at the facility prior to their scheduled time
 - ii. maintain professional behaviors and observe safety measures at all times
 - iii. follow the chain of command in addressing fieldwork concerns
 - iv. complete and submit all assignments and assessment activities to the FWEd and/or AFWC by the assigned dates
 - v. not seek out or discuss employment opportunities with any employee of the fieldwork site

Program Policy 35

Title: Fieldwork Educator Rights and Responsibilities

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To inform the student and fieldwork educator of the rights and responsibilities of the fieldwork educator to ensure that the fieldwork environment meets the minimal expectations of the Accreditation Council for Occupational Therapy Education (ACOTE) and the OTA program.

Policy:

- I. Fieldwork educator privileges include the following:
 - a. Library privileges - library privileges allow voluntary faculty access to data bases and other search engines. Privileges also provide direct access to books and interlibrary loan materials. Library privileges must be renewed each semester as passwords change.
 - b. Membership and attendance on the program's Curriculum Advisory Committee.
 - c. Invitation to participate in special programs provided through program faculty in-service education.
- II. The program follows AOTA's Commission on Guidelines for Occupational Therapy Fieldwork Experiences to ensure that fieldwork educators are aware of the minimum requirements. This information is available through the AOTA website:
 - a. [AOTA Commission on Education's Guidelines for Occupational Therapy Fieldwork Experiences - Level I](#)
 - b. [AOTA Commission on Education's Guidelines for Occupational Therapy Fieldwork Experiences – Level II](#)
- III. The program ensures that fieldwork educators meet the minimum requirements for Level II Fieldwork which states: Fieldwork educators responsible for supervising Level II Fieldwork occupational therapy students shall meet state and federal regulations governing practice, have a minimum 1 year of practice experience subsequent to initial certification, and be adequately prepared to serve as a fieldwork educator. If supervising in a role-emerging site where there is no on-site occupational therapy practitioner, the fieldwork educator should have a minimum of 3 years of practice experience after initial certification
- IV. The program assesses if the Fieldwork Educator meets the minimum guidelines by collecting information from all stakeholders, student, AFWC, and Fieldwork Educator. The AFWC is responsible for collecting and assessing this data.

Program Policy 36

Title: Fieldwork Site Contracts

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To inform all stakeholders of the legal responsibility involved in fieldwork education.

Policy:

- I. All fieldwork contracts are kept on file by the Administrative Specialist for Deans/Faculty. Anyone may request a copy of any contract for review.
- II. The Administrative Specialist for Deans/Faculty is responsible for preparing and maintaining the fieldwork agreements for the Program.
- III. The AFWC ensures that students are assigned only to those facilities in which written agreements are in place and current.

Program Policy 37

Title: Fieldwork Site Placement and Cancellation

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To establish parameters for student placement and a plan to replace a fieldwork site if a site finds it necessary to cancel a scheduled fieldwork experience.

Policy:

- I. The Academic Fieldwork Coordinator is responsible for and has final discretion for fieldwork placements.
- II. Students must fulfill the HGTC Health Science Clinical Requirements
 - a. failure to fulfill Health Science Clinical Requirements by the established deadlines will preclude fieldwork placement
 - i. the student will receive a failure of the fieldwork experience
 - ii. placement will occur for the next available fieldwork experience
 - b. fieldwork placement denied due to results of the criminal background check or urine drug screen will result in dismissal from the OTA program
- III. Students may choose to disclose disability information with the fieldwork site. Student must follow [HGTC Policy 9.4.6 Services to Students with Disabilities](#) and related procedures. The Academic Fieldwork Coordinator does not inform the fieldwork site of a student's disability but will provide counseling on advantages and disadvantages of sharing this information with the fieldwork site. Accommodations will not be provided retroactively or to avoid failing a fieldwork experience.
- IV. Pregnancy: Students must follow [HGTC Policy 3.1.1 Equal Opportunity/Non-Discrimination](#)
- V. Refusal: Students who refuse fieldwork site placement will be placed as availability permits. Placement in another site will be concurrent with the college calendar.
- VI. Conflict of interest: A conflict of interest may arise if a student has volunteered or been employed at a site, has been a patient or client at a site, or is to be supervised by a family member or friend. The Academic Fieldwork Coordinator has final discretion for all fieldwork placements.
- VII. Student Withdrawal: A student may withdrawal from a fieldwork experience medical reasons or because of extenuating life circumstances. A withdrawal request must be made in writing.
- VIII. If a site cancels a scheduled fieldwork experience, the AFWC will:
 - a. notify the student of the cancellation
 - b. make all efforts to replace the student's fieldwork site as soon as feasible
 - c. keep a log of all efforts to replace the fieldwork site

Program Policy 38

Title: Complaint Process for Non-Faculty and Non-Students

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide the student with information regarding the process when a complaint is received from non-faculty or non-student.

Policy:

- I. Complaints received by non-faculty and non-students will be addressed as follows:
 - a. Complaints will be directed to the program director who will perform the following:
 - i. Complete an Occupational Therapy Assistant Program Complaint Form (located in the appendix).
 - ii. Contact the appropriate college personnel to seek resolution of the complaint.
 - iii. Assure that the college provide a written reply to the person filing the complaint as soon as feasible.
 - b. A copy of all complaints will be kept in a secure location in the office of the program director.

Program Policy 39

Title: Fieldwork Educator Development Activities

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

Define how the program develops activities designed to improve the effectiveness of fieldwork educators.

Policy:

- I. The AFWC will complete the following:
 - a. Yearly review of fieldwork information (contracts, site & fieldwork educator information) and document the findings in the annual report.
 - b. Periodic review the fieldwork education feedback of stakeholders to identify needed processes and program improvements as well as opportunities to improve the effectiveness of fieldwork education and faculty. Listed are the tools that are being utilized for fieldwork assessment.
 - i. Self-Assessment Tool for the Fieldwork Educator Competency – every 3 years
 - ii. Fieldwork Performance Evaluation Tool – each fieldwork education assignment
 - iii. Administrator’s Assessment of the AFWC – annually
 - iv. Fieldwork Educator’s Assessment of the AFWC – every three years
 - v. Student Assessment of the AFWC – annually
 - vi. AFWC self–assessment – annually
 - vii. Student Assessment of the Fieldwork Site and Fieldwork Faculty – each fieldwork assignment
 - viii. Student self-assessment – each fieldwork education rotation
 - c. Establish thresholds for each assessment tool utilized for assessment
 - d. Develop an action plan and/or activities to address areas that fall below the threshold to improve the effectiveness of fieldwork education by faculty and the program.
 - e. Analyze the action taken during the academic year and the success of this action.
 - f. Present annual assessment results and an action plan(s) to the program assessment committee who will assess if the action plan(s) adequately addresses any areas of weakness.

Program Policy 40

Title: Social Media

Original Date: 2021

Revision Dates: N/A

Last Review Date: N/A

Purpose:

- I. To provide information to each student concerning the appropriate use of social media within the OTA program.
- II. To provide information to each student concerning the consequences of inappropriate use of social media.

Terminology:

- I. *Social media and networking* are interchangeable terms. Each term may refer to, but is not limited to, the following examples: Facebook, Twitter, Instagram, YouTube, Pinterest, any blog, or posting board.
- II. *Libel* is a published false statement that is damaging to a person's reputation, a written defamation.
- III. *Slander* refers to the utterance of false charges or misrepresentations which defame and damage another's reputation, or a false and defamatory statement about a person.

Policy:

- I. Students will not:
 - a. transmit or place online individually identifiable patient, student, faculty, adjunct faculty, or staff information.
 - b. publish libel or make slanderous remarks or insinuations about patients, peers, adjunct faculty, faculty, staff, or the institution of HGTC, even if they are not identified.
 - c. transmit or place online any test questions or test content that could be identified as cheating. The college policy on academic misconduct will be followed to include social media networking.
 - d. share or post opinions, information, insinuations, or photos gained through the student OTA-patient relationship on any social media outlet.
 - e. share or post libelous or slanderous opinions, information, insinuations, or photos regarding students, faculty, staff, or the college itself.
 - f. use Horry Georgetown Technical College or HGTC name, photos, etc. in social media groups.
For example, if a cohort, class, or classmate creates a Facebook page named "HGTC's Fall Class of 2023", as this would be an infringement on trademark rights.
- II. Students will:
 - a. follow ethical and professional patient/professional/staff/student boundaries.
 - b. promptly report any identified breach of confidentiality or any inappropriate use of social media to a program faculty member, college faculty member, staff or dean.
 - c. assure that any personal profile or related content are professional and a reflection of how you wish to present yourself to clients, colleagues and prospective employers.
- III. Consequences:
 - a. Violations of patient/client privacy using an electronic device or social media platform will be subject to HIPPA guidelines and consequences.
 - b. Students who share confidential information using an electronic device or social media do so at the risk of disciplinary action, including failure in a course and/or dismissal from the program.

Program Policy 41

Title: Student Communication with the Fieldwork Site

Original Date: 2021

Revision Dates: N/A

Last Review Date: N/A

Purpose:

- I. To provide information to each student concerning the appropriate procedure of communicating with the fieldwork site.
- II. To provide information to each student concerning the appropriate dress code when attending meetings at the fieldwork site on non-fieldwork dates.
- III. To provide information to each student concerning the consequences of inappropriate communication or dress code requirements for fieldwork sites outlined in this policy.

Terminology:

Communication can be in the format of written, electronic, phone calls or in person.

Policy:

- I. All interaction with fieldwork educators must be coordinated with the AFWC. Listed below are examples of communication that must be coordinated with the fieldwork educator. This is not an exclusive list and when in doubt the student should seek advice from the AFWC.
 - a. requesting or establishing a fieldwork experience
 - b. obtaining required identification or badges
 - c. communication of criminal background check, urine drug screen or health occupational forms results
 - d. communication to establish the schedule (days and time) of the fieldwork experience
 - e. request to visit the site prior to the start of a fieldwork experience

Note: Students are encouraged to identify the physical location of their assigned fieldwork site but should not contact the site through any means unless directed to do so by the AFWC

- II. Student will communicate professionally and follow Program Policy 7, Dress Code, when at the fieldwork site.
- III. Consequences:
 - a. Students who do not follow this policy are at risk of disciplinary action, including failure in a course and/or dismissal from the program.

Program Policy 42

Title: Professional References

Original Date: 2021

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide information to each student how program faculty may be used as a professional reference upon graduation from the OTA program.

Policy:

- I. Students must sign the Release for Professional Reference form upon graduation requesting that a faculty member provide professional references. This form is in the appendix of this manual.
 - a. The program director is responsible for tracking the Release for Professional Reference form.
 - b. Students may revoke the Release for Professional Reference at any time by sending a written request or email to the program director.
 - c. Faculty members should ensure the student has completed the release form or authorized the reference on an employment application.
 - d. Faculty members should make it clear that their comments reflect personal observations and do not represent the official position of the college.
- II. When providing a reference, faculty should:
 - a. use their college email to provide the reference
 - b. state how they know the student
 - c. provide observations of the student's propensity for diligence, commitment, industry, and other attributes which might be beneficial in the job screening process
 - d. grades and other personally identifiable information cannot be shared
- III. In cases when the faculty member is unable to be positive, a recommendation should not be provided

Program Policy 43

Title: ACOTE Notification Requirements

Original Date: 2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To identify the program's notification requirements to the Accreditation Council for Occupational Therapy Education (ACOTE) as outlined in ACOTE Standards for Occupational Therapy Assistant Programs, Standard A.1.5.

Policy:

- I. The program, with primary responsibility falling to the program director, is responsible to:
 - a. inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.
 - b. inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.
 - c. notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.
 - d. inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director
 - e. assure accreditation fees are paid within 90 days of the invoice date
 - f. submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE that are complete and contain all requested information.
 - g. agree to a site visit date before the end of the period for which accreditation was previously awarded.
 - h. demonstrate honesty and integrity in all interactions with ACOTE
 - i. comply with the current requirements of all ACOTE policies

Program Policy 44

Title: Sponsoring Institution Responsibilities

Date: 2022

Revision Dates: N/A

Review Date: N/A

Purpose:

To identify the responsibilities of Horry Georgetown Technical College as the sponsoring institution of the OTA program as defined in ACOTE Standard A.1.4

Procedure:

- I. Horry Georgetown Technical College assumes primary responsibility for the program, including:
 - a. appointment of faculty
 - b. admission of students
 - c. curriculum planning including:
 - i. course content
 - ii. satisfactory completion of the education program
 - iii. granting of degree
 - iv. coordination of classroom teaching
 - d. supervised fieldwork practice
 - e. providing assurance that the practice activities assigned to students are appropriate to the program

Program Policy 45

Title: Fieldwork Affiliation Agreements

Date: 2022

Revision Dates: N/A

Review Date: N/A

Purpose:

To outline the provisions of clinical education affiliation agreements used by the program, to describe how the program maintains the currency of written agreements with clinical education sites, and to describe the process used to ensure that there are current written agreements between the institution and the clinical education sites.

Policy:

I. Clinical Education Affiliation Agreement Locations:

- a. Clinical Education Affiliation Agreements are maintained by the Administrative Assistant for the Dean of Nursing, Health Sciences, and Personal Services.
- b. Hard copies of all Clinical Education Affiliation Agreements are kept locked in the administrative office. Digital copies of all Clinical Education Affiliation Agreements are also available on the Allied Health shared drive.
- c. Administrative Assistant also maintains and shares a master spreadsheet listing details of all Affiliation Agreements and makes this spreadsheet available to all stakeholders via MS Teams.

II. Clinical Education Affiliation New Agreements:

- a. The Academic Fieldwork Coordinator (AFWC) can request a new agreement by contacting the potential clinical site. If the clinical site agrees, the AFWC contacts the Administrative Assistant to draft the new agreement and collect all required signatures. Once all signatures are collected, the Administrative Assistant updates the master spreadsheet and informs the AFWC that the new site is now active.

III. Clinical Education Affiliation Expiring Agreements:

- a. The majority of Clinical Education Affiliation Agreements automatically renew each year. For these agreements, the AFWC simply needs to contact the clinical site prior to each rotation to establish the new cohort of students.
- b. For agreements that do expire, the Administrative Assistant sets personal calendar reminders to alert before the agreement expiration dates. Prior to an agreement expiration, the Administrative Assistant contacts the proper personnel at the clinical site to initiate the renewal process.
- c. If the clinical site fails to respond within 30 days, the Administrative Assistant contacts the AFWC, who then reaches out to the site. If neither the Administrative Assistant nor the AFWC hear back from the site within another 30 days, the site is removed from the active list.
- d. The AFWC also confirms accuracy of agreements both annually, and prior to each clinical rotation and keeps a master spreadsheet located in the Occupational Therapy drive.

STUDENT AND FIELDWORK HANDBOOK AGREEMENT

I have received and read the Occupational Therapy Assistant Student and Fieldwork Manual for Horry Georgetown Technical College in its entirety. I understand its content and agree to abide by the policies and procedures set forth during my matriculation as a occupational therapy assistant student. The program reserves the right to alter policies, procedures, and content, providing updates and new signature pages to students, as appropriate.

Print Student Name

H number

Student Signature

Date

Occupational Therapy Assistant Program Academic Advising

Student: _____ H Number: _____

The student will self-assess professional behaviors using the Professional Behaviors Assessment Form and bring a hard copy of the complete form to the advisor for the first technical semester advising session.

Professional Behaviors Assessment

Student: _____ H Number: _____ Date: _____

Rating Scale		Midterm	Final
NO: No opportunity to perform or observe 0: Poor – demonstrated behavior 0 – 49% of the time (far below expectations) 1: Fair – demonstrated behavior 50 – 74% of the time (below expectations) 2: Good – demonstrated behavior 75 – 94% of the time (meets expectations) 3: Outstanding – demonstrated behavior more than 95% of the time (exceeds expectations)			
Application of Knowledge	a. Able to make pertinent observations & interpret relevant cues	Select <input type="text"/>	Select <input type="text"/>
	b. Able to identify theory/Frame of Reference (FOR) guiding practice	Select <input type="text"/>	Select <input type="text"/>
	c. Able to use professional terminology; both verbal & written	Select <input type="text"/>	Select <input type="text"/>
Dependability	a. Reliable	Select <input type="text"/>	Select <input type="text"/>
	b. Prompt	Select <input type="text"/>	Select <input type="text"/>
	c. Modifies behavior according to demands of situation	Select <input type="text"/>	Select <input type="text"/>
	d. Recognize professional boundaries; is respectful of others	Select <input type="text"/>	Select <input type="text"/>
Initiative	a. Generates relevant questions & potential solutions	Select <input type="text"/>	Select <input type="text"/>
	b. Discusses related course assignments	Select <input type="text"/>	Select <input type="text"/>
	c. Self-directed; seeks out necessary learning materials(s) or opportunities	Select <input type="text"/>	Select <input type="text"/>
Communication	a. Engages with others in meetings/supervision	Select <input type="text"/>	Select <input type="text"/>
	b. Professional verbal & written communication with faculty	Select <input type="text"/>	Select <input type="text"/>
	c. Able to share concerns, feelings, feedback in timely manner	Select <input type="text"/>	Select <input type="text"/>
	d. Polite; able to judge timing of when to add input	Select <input type="text"/>	Select <input type="text"/>
Professional Appearance & Presentation	a. Presents with professional demeanor through body posture & eye contact	Select <input type="text"/>	Select <input type="text"/>
	b. Suitably dressed for environment & related tasks/duties	Select <input type="text"/>	Select <input type="text"/>
	c. Abides by AOTA's SOPs & Code of Ethics & Ethical Standards	Select <input type="text"/>	Select <input type="text"/>
	d. Flexible; maturely adjusts to changes	Select <input type="text"/>	Select <input type="text"/>
Organization	a. Manages time efficiently	Select <input type="text"/>	Select <input type="text"/>
	b. Prepared with required class or lab materials	Select <input type="text"/>	Select <input type="text"/>
	c. Prepared for written or practical exams	Select <input type="text"/>	Select <input type="text"/>
Professional Growth	a. Accepts feedback/constructive comments from peers & faculty	Select <input type="text"/>	Select <input type="text"/>
	b. Incorporates feedback to reflect change in reasoning or actions as needed	Select <input type="text"/>	Select <input type="text"/>
	c. Identifies areas in which additional information or learning is needed	Select <input type="text"/>	Select <input type="text"/>
	d. Seeks resources to promote professional growth	Select <input type="text"/>	Select <input type="text"/>

* Competency is demonstrated by achieving a minimum average of 80% with no item score lower than 2 at final evaluation.

Student Comments:

Faculty Comments:

Student Signature _____ Date _____

Faculty Signature _____ Date _____

OTA Program Academic Advising Form

Student Name: _____ H Number: _____ Date: _____

HGTC OTA Program Academic Advising

Student Name: _____ H Number: _____ Date: _____

Technical Semester 1: Fall	<p>Cumulative OTA GPA: _____</p> <p>Check any of the following that are applicable:</p> <p><input type="checkbox"/> Probation for a Course</p> <p><input type="checkbox"/> GPA Probation</p> <p><input type="checkbox"/> Cumulative GPA Warning</p> <p><input type="checkbox"/> Cumulative GPA Suspension</p> <p>_____ Student Signature Date</p>	<p>Comments: _____</p> <p style="text-align: center;">_____</p> <p>_____ Advisor Signature Date</p>
Technical Semester 1: Spring _____	<p>Cumulative OTA GPA: _____</p> <p>Check any of the following that are applicable:</p> <p><input type="checkbox"/> Probation for a Course</p> <p><input type="checkbox"/> GPA Probation</p> <p><input type="checkbox"/> Cumulative GPA Warning</p> <p><input type="checkbox"/> Cumulative GPA Suspension</p> <p>_____ Student Signature Date</p>	<p>Comments: _____</p> <p>_____ Advisor Signature Date</p>
Technical Semester 1: Summer _____	<p>Cumulative OTA GPA: _____</p> <p>Check any of the following that are applicable:</p> <p><input type="checkbox"/> Probation for a Course</p> <p><input type="checkbox"/> GPA Probation</p> <p><input type="checkbox"/> Cumulative GPA Warning</p> <p><input type="checkbox"/> Cumulative GPA Suspension</p> <p>_____ Student Signature Date</p>	<p>Comments: _____</p> <p>_____ Advisor Signature Date</p>

HGTC OTA Lab Participation Form

Many of the program courses contain laboratory components that are a critical part of a student’s occupational therapy assistant education. These labs provide the student with the opportunity to practice skills and treatment techniques.

I understand that while participating in the Occupational Therapy Assistant Program at Horry-Georgetown Technical College, I will be expected to participate in the roles of both patient and occupational therapy assistant for any and all treatment techniques taught in supervised laboratory sessions in this program including, but not limited to: activities of daily living, hand over hand techniques, transfer techniques, thermal and electrical modalities, and therapeutic exercise. I will be required to:

1. Perform and receive hands-on techniques that require contact with various parts of the human body that may be visible by means of draping, wearing shorts, or halter top.
2. Exhibit professional behaviors and monitor my actions and words to be respectful and appropriate at all times.
3. Maintain confidentiality of any health or protected information obtained during the course of laboratory sessions.
4. Report to the appropriate instructor any conditions or possible contraindications that may preclude specific actions or treatments in lab.
5. Follow all safety regulations regarding the use of equipment in the program laboratory.

Student Name (Print)

H Number

Student Signature

Date

Witness Signature

Date

HGTC OTA Program Release of Confidential Information

Policy:

In accordance with the Family Education and Privacy Act of 1974, the Occupational Therapy Assistant Program student must sign any of the selected items below.

Purpose:

To provide a means for the control what personal information the student wished the faculty or program to release to future employers, other programs, family members, etc.

Documentation:

The following requires completion for each of the selected items.

Release of Personal and Academic Information

My signature, H number, and today's date for this section authorizes the faculty of the Occupational Therapy Assistant Program to furnish all information on academic, discipline, attendance, college credit, address, and any other pertinent information regarding any enrollment in the Occupational Therapy Assistant Program to prospective employers and/or college/university selection committees.

yes no

Signature

H number

Date

Release of Personal Immunization Records, Background Checks and Urine Drug Screen

My signature, H number, and today's date for this section authorizes the faculty of the Occupational Therapy Assistant Program to furnish all information on immunizations to fieldwork education sites while enrolled in the Occupational Therapy Assistant Program.

yes no

Signature

H number

Date

Release of Fieldwork Education Performance

My signature, H number, and today's date for this section authorizes the faculty of the Occupational Therapy Assistant Program to furnish all information regarding fieldwork education performance to prospective employers and/or college/university selection committees.

yes no

Signature

H number

Date

Release of Liability

My signature, H number, and today's date for this section authorizes faculty and other program students to perform appropriate occupational therapy procedures for educational purposes during classroom and laboratory instruction as well as practical examination and competency exams.

yes no

Signature

H number

Date

Non-Student Informed Consent to Participate in
Classroom/Laboratory Exercises for Educational Purposes

I _____ consent to participate in Occupational Therapy Assistant Program
classroom and laboratory courses for educational purposes only.

I attest to the fact that I am not being treated for any medical condition and no student or member of faculty has
promised any treatment for any medical condition during this classroom or laboratory experience.

I will allow the use of video and/or photography for educational purposes only.

I am aware that the information I share with the program will be kept confidential and not shared with anyone outside
the program and used only for educational purposes.

Every effort will be made to provide a safe environment and experience.

Name (Print)

H number

Student Signature

Date

HGTC OTA Program Imaging Permission Form

I, _____, do hereby grant to Horry Georgetown Technical College, its successors, assigns, licenses, and any other designees, forever, the absolute right and permission to use, publish, and reproduce the use of videotapes, audio tapes, and photographs for instruction purposes and for performance review in all OTA program classes at the College's sole discretion.

I also hereby waive any right that I may have to inspect and/or approve the finished product or printed matter that may be used in connection therewith, or the use to which it may be applied.

Name (Print)

H number

Student Signature

Date

SC Code of Laws, Article 27, The Lewis Blackman Hospital Patient Safety Act

The Lewis Blackman Hospital Patient Safety Act provides a risk-free mechanism for the right of patients to refuse to participate in fieldwork education:

The Lewis Blackman Hospital Patient Safety Act was enacted in South Carolina in 2005 to make clear the status and responsibilities of all clinical staff. This law provides the mechanism by which patients in a hospital or outpatient setting within a hospital are informed when students are involved in patient care. Identification badges must show the person's first and last name, and designation, i.e.: "occupational therapy assistant student." The South Carolina Hospital system complies with this law which states:

Section 44-7-3430

"All clinical trainees, medical students, interns, and resident physicians must be explicitly identified as such on their badges." This information must be clearly visible and must be stated in terms or abbreviations reasonably understandable to the average person, as recognized by the Department of Health and Environmental Control.

Section 44-7-3440

Except in emergency admissions, a hospital shall provide to each patient prior to, or at the time of the patient's admission to the hospital for inpatient care or outpatient surgery, written information describing the general role of clinical trainees, medical students, interns, and resident physicians in patient care. This document must be separate from the general consent for treatment.

Section 44-7-3450

Each hospital must provide a mechanism, available at all times, through which a patient may access prompt assistance for the resolution of the patient's personal medical care concerns.

For purposes of this section, 'mechanism' means a telephone number, beeper number, or other means of allowing a patient to independently access the patient assistance system and must not be construed as requiring a patient to request information or assistance in order to access the system; however, a clinical staff member or clinical trainee must promptly access the system on behalf of a patient if a patient requests such assistance. A description of this mechanism and the method for accessing it must be included in the written material described in Section 44-7-3440. The hospital must establish procedures for the implementation of the mechanism, providing for initiation of contact with administrative or supervisory clinical staff who shall promptly assess, or cause to be assessed, the urgent patient care concern and cause the patient care concern to be addressed."

I have received and read The Lewis Blackman Act. I acknowledge as an Occupational Therapy Assistant Student I must abide by The Lewis Blackman Act.

Student Name (Print)

H Number

Student Signature

Date

Harassment Policy of the SC State Board for Technical Comprehensive Education

Sexual harassment is defined as sexual discrimination where the harassing conduct creates a hostile environment. Therefore, unwelcome sexual advances, request for sexual favors, and other verbal and physical conduct of a sexual nature constitutes sexual harassment when the conduct is severe, persistent, or pervasive to limit an individual's ability to participate in or benefit from the educational environment.

Should I feel that I am being subjected to sexual harassment, I will file a complaint to Student Services according to HGTC [Procedure 9.3.7.4, Student Code Procedures for Addressing Alleged Acts of Sexual Harassment Under Title IX](#), as outlined in the college catalog. I understand that my complaint will remain confidential.

I have read Horry Georgetown Technical College's Sexual Harassment policy and agree to abide by it at all times.

Student Name (Print)

H Number

Student Signature

Date

HGTC OTA Program
Level II Fieldwork Site Request Form

Name: Date:

OTA 262 Level II Fieldwork A Dates:

1st Choice: facility/setting Facility Setting
city/state/zip

2nd Choice: facility/setting Facility Setting
city/state/zip

3rd Choice: facility/setting Facility Setting
city/state/zip

OTA 262 Level II Fieldwork B Dates:

1st Choice: facility/setting Facility Setting
city/state/zip

2nd Choice: facility/setting Facility Setting
city/state/zip

3rd Choice: facility/setting Facility Setting
city/state/zip

Student Name

H Number

Student Signature

Date

*** SITE REQUESTS ARE NOT GUARANTEED. PLACEMENT IS AT THE DISCRETION OF THE AFWC ***

For AFWC Use Only:

<input type="text"/>	<input type="text"/>
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03/22

*** SITE REQUESTS ARE NOTE GUARANTEED. PLACEMENT IS AT THE DISCRETION OF THE AFWC ***

OTA Program Release for Professional Reference

I, _____, authorize faculty of HGTC's OTA program to be a professional reference for future employers upon graduation.

This release is effective until a revocation of release is received in writing by the Program Chair.

Student Name (Print)

H Number

Student Signature

Date

OTA Program Complaint Form

Name of person filing complain: Date Received

Complaint Received via phone in person: location

via email other

Complain Origin clinic site student public HGTC employee

employer other

Complaint

Resolution

Follow Up

Completed By Date