



**Health Careers Department
Occupational Therapy Assistant Program**

Student Handbook 2024-2025

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SECTION 1: CONTACT INFORMATION

OTA Program Faculty

Affiliated Organizations

ICC Resources Directory

OTA Program Faculty

DEAN OF HEALTH CAREERS

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wguth@icc.edu
Office Telephone: (309) 690-7535

PROGRAM DIRECTOR- PROFESSOR

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Illinois Central College
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ACADEMIC FIELDWORK COORDINATOR- INSTRUCTOR

Lindsay Vance, B.S., COTA/L, AFWC
Department of Health Careers
Illinois Central College
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Peoria, IL 61635
Lindsay.Vance@icc.edu
Office Telephone: (309) 690-7558

ADJUNCT FACULTY

Beth Howley, COTA/L Beth.Howley@icc.edu
Kari Palanos, BS, COTA/L Kari.Palanos@icc.edu
Kristin Junge, MS, OTR/L Kristin.Junge@icc.edu

Department of Health Careers
Illinois Central College
Peoria Campus - Cedar 105
5407 N. University
Peoria, IL 61635
Office Telephone: (309) 690-7530

Affiliated Organizations

Accreditation Council for Occupational Therapy Education (ACOTE)

7501 Wisconsin Avenue
Suite 510E
Bethesda, MD 20814
Phone: (301) 652-6611
TDD: (800) 377-8555
Fax: (301) 652-7711
www.acoteonline.org
accred@aota.org

American Occupational Therapy Association, Inc. (AOTA)

7501 Wisconsin Avenue
Suite 510E
Bethesda, MD 20814-6519
Phone: (301) 652-6611
TDD: (800) 377-8555
Fax: (301) 652-6611
www.aota.org

Illinois Department of Financial Professional Regulation (IDFPR)

320 West Washington Street
Springfield, IL 62786
Phone: (217) 785-0820
Toll Free: (888) 473-4858
www.idfpr.com

Illinois Occupational Therapy Association (ILOTA)

P.O. Box 4520
Lisle, IL 60532
Phone: (708) 452-7640
Fax: (866) 459-4099
Contact Information Resource
www.ilota.com

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

One Bank Street
Suite 300
Gaithersburg, MD 20878
Phone: (301) 990-7979
Fax: (301) 869-8492
www.nbcot.org

ICC RESOURCES DIRECTORY

To find the Student Rights & Responsibilities online, go to icc.edu and click on Students, and then Student Services.



ADVISEMENT

ACCESS SERVICES

accessservices@icc.edu

Services for students with sensory, physical, or learning disabilities.

PEORIA • Room A2D
EAST PEORIA • Room L220

ADVISEMENT AND COUNSELING

advising@icc.edu

Academic advising and personal, confidential help to all students. Check eServices for the name of your advisor.

EAST PEORIA • Room CC200
PEORIA, ARBOR • Room A02

TRANSFER CENTER

transfercenter@icc.edu

The Transfer Center prepares students for a successful transfer to a four year institution. The center has a variety of resources available to provide students with pertinent transfer information.

icc.edu/students/transfer-planning
EAST PEORIA • Room CC200



SERVICES

BOOKSTORE

bookstore@icc.edu

Textbooks (buy or rent), school supplies, book bags, clothing, gifts, and gift cards.

EAST PEORIA • Room L201
PEORIA • Room S120

CAMPUS POLICE

(309) 694-5223 • Open 24/7

EAST PEORIA • Room 105A
DISPATCH CENTER / LOST AND FOUND • Room 103A
PEORIA • Student Center, S140
PEKIN • Front Office

CAREER SERVICES

careerservices@icc.edu

Free career exploration and job search assistance.

EAST PEORIA • Room CC206
PEORIA • Room S221

CHILDREN'S CENTER

childcare@icc.edu

Provides care and education for 2-year to 5-year olds on a part-day, full-day, or full-week basis. School-aged "camp" summers for 10 weeks.

EAST PEORIA • Room 127B

ENROLLMENT SERVICES

enroll@icc.edu

Provides assistance with admission, registration, tuition payments, records, residency, co-op/chargeback agreements, transcript requests, transcript evaluation, and graduation.

EAST PEORIA • Room L211
PEORIA, ARBOR HALL • Room A020
PEKIN

FINANCIAL ASSISTANCE

financialaid@icc.edu

Assistance through grants, scholarships, and loans.

EAST PEORIA • Room L211
PEORIA, ARBOR HALL • Room A02

SPECIAL ACADEMIC SERVICES

Special.Academic.Services@icc.edu

Provides financial assistance and tutoring for applied science programs.

PEORIA, ARBOR HALL • Room A102

TRIO STUDENT SUPPORT SERVICES

triosss@icc.edu

TRIO SSS serves first generation college students, students who qualify for certain levels of financial aid, and students with documented disabilities. Services include advisement, tutoring, financial aid and literacy support, scholarships, college/university visits, and fun trips.

EAST PEORIA • Room 308B

STUDENT LIFE

studentlife@icc.edu

New student orientation, posting announcements for outside businesses/groups to the ICC community bulletin boards, assisting current ICC student organizations, and helping students get involved on campus.

EAST PEORIA • Room 303A
PEORIA, STUDENT CENTER • Room S221

TECHNOLOGY HELP DESK

icchelpdesk@icc.edu

Assistance with usernames, passwords, or problems with ICC equipment.

EAST PEORIA • Room L122

TESTING CENTER

testing@icc.edu

Administers placement, proctored, ACT, CLEP, proficiency, and SAT exams, and professional certification tests.

EAST PEORIA • Room L220
PEORIA, ARBOR HALL • Room A103
PEKIN • Placement testing only

VETERANS AFFAIRS

veterans@icc.edu

Determines eligibility for educational benefits.

EAST PEORIA • Room L208



STUDY RESOURCES

ACADEMIC SUPPORT CENTER

asc@icc.edu

Provides free, drop-in tutoring for many subjects with the exception of writing assistance. Computers and supplemental resources available, as well as assistance with Blackboard, Microsoft Office, and study skills.

EAST PEORIA • Library Balcony
PEORIA STUDENT CENTER • Room S210

thestudio@icc.edu

The Studio @ Academic Support Center Assists with writing assignments and skills. Computers available for research and writing.

EAST PEORIA • Library Balcony
PEORIA STUDENT CENTER • Room S210

LIBRARY

epref@icc.edu

Provides research assistance and materials for the ICC community. Computers available for student use.

EAST PEORIA • Room L312
PEORIA STUDENT CENTER • Room S111

SECTION 2: GENERAL INFORMATION

Welcome

Introduction

ICC Philosophy

ICC Core Values

ICC Vision

ICC Mission

Institutional Learning Outcomes

Definition and Requirements for Associate in Applied Science Degree

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Student's Right to Privacy & Access to Records

Educational Rights and Responsibilities

Academic Misconduct

Grievance Procedure

Tuition and Costs

Financial Assistance

Student Services

Smoking Regulations

Advisement and Appointments

Counseling

Existing Health Conditions

Accommodation for Lactation and Breastfeeding

Learning Resources

Bookstore/Textbooks

Emergency Messages

Emergency Closings

Safety Policy and Procedures: On Campus

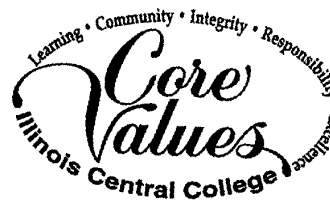
Safety Policy and Procedures: Off Campus

OTA Program Beginning Semester Safety Checklist Birch Hall, Peoria Campus

ICC's Mission:

"Through learning, minds change.

We believe by changing minds, we can change the world."



OTA Program Mission:

The mission of the Associate in Applied Science Occupational Therapy Assistant Degree Program at Illinois Central College is to effectively provide educational resources within theory, laboratory, and fieldwork experiences to prepare graduates for a successful career in occupational therapy service delivery and to begin practice as a competent, entry-level, generalist occupational therapy assistant.

Welcome

Welcome to the Occupational Therapy Assistant (OTA) Program at Illinois Central College (ICC). On behalf of the program faculty, we would like to express our pleasure that you have chosen ICC to make your dream of becoming an occupational therapy assistant a reality. We recommend that you utilize the faculty, staff, and academic resources, readily available to you, to enhance your opportunity for success.

The Occupational Therapy Assistant Program Handbook, the ICC Student Rights & Responsibilities Handbook, and the Current College Catalog will provide policies and procedures for which you will be held responsible to follow and accountable to adhere. In some cases, you will find that the requirements for the OTA program may exceed the requirements of the College. It is recommended that you keep current editions of academic college references available as resources. If you have any questions regarding policies and procedures of the OTA Program, please contact your faculty member, OTA Program Director, or the Dean. You may schedule an appointment by calling (309) 690-7530. We look forward to assisting you in being successful in meeting course objectives, graduate competencies, and program and professional standards.

Wendee Guth

Wendee Guth, RN, MS, CNE
Dean of Health Careers

Jennifer Haines

Jennifer Haines, MS, OTR/L
Program Director

Lindsay Vance

Lindsay Vance, B.S., COTA/L
Academic Fieldwork Coordinator

The College Reserves the right to change any provision or requirement stated in this Student Handbook at any time.

Introduction

The Occupational Therapy Assistant Program is committed to quality health care, quality education, and professional standards of accreditation and credentialing in the health professions. Educational standards and criteria are established in collaboration with professional organizations and accrediting services. This program meets or exceeds the standards set for education established by these bodies, and students completing the program are eligible to apply to take the certification examination administered by the National Board for Certification in Occupational Therapy and to apply for licensure in Illinois. The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE).

Academic coursework is developed, scheduled, and evaluated on a semester-to-semester basis. Course format, instructional techniques, evaluation methods, and rescheduling of exams or assignments missed because of student absence are at the discretion of each instructor. Instructors include full-time program faculty, adjunct faculty, clinical instructors at the clinical education centers, and occasional participation by faculty of the Health Careers Department. Additionally, students will take general education courses required for the Associate in Applied Science Degree of the College.

The educational program is updated continually in keeping with the rapid advancement of technology and in response to systematic evaluation and assessment. The program draws upon the instructional and human resources of a progressive college.

Illinois Central College is accredited by the Higher Learning Commission. It is the policy of this College that no person, on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation, or veteran's status, shall be discriminated against in employment, in educational programs and activities, or in admission. Inquiries and complaints may be addressed to the Title IX/Civil Rights Equity Coordinator, Illinois Central College, 1 College Drive, East Peoria, Illinois 61635-0001, (309) 694-8460 or email Title9@icc.edu.

ICC Philosophy

Founded as a comprehensive community college in 1966 in response to the Illinois Master Plan for Higher Education, Illinois Central College was established to meet the post-secondary needs of the citizens of the District and to supplement the area schools and four-year colleges.

The College was formed on the belief that individuals have worth and dignity in their own right and should be educated to the fullest extent of their abilities and motivation. Education of each citizen creates a better community for all. The College strives to provide quality education appropriate to each individual's needs within the bounds of fiscal responsibility. Illinois Central College is committed to non-discrimination and equal opportunity regardless of age, race, gender, ethnicity, religion, or physical capability. We believe that by representing the diversity of our district, we enrich the learning experience and create a broader and better understanding of our global community. In support of building this learning environment, we are dedicated to being a leader in recruiting, retaining, and promoting a diverse group of students, faculty, and staff.

The student is the center of all that is done at Illinois Central College. The College strives to provide students the knowledge, skills and understanding for successful and satisfying careers and for intelligent participation in, and preservation of, a free and democratic society. This includes the development of a higher sense of values and the desire for continuous education

throughout life. To achieve these purposes, the College encourages excellence in teaching and close communication between instructor and student.

To fulfill its philosophy and mission, the College:

- Promotes student access through both admission policies and reasonable student costs that encourage enrollment of those who can benefit from the instruction and services offered.
- Enhances the academic and personal development of all students through a full range of support services.
- Provides a broad general education curriculum for students in all programs as a basis for further study and specialization.
- Offers the requirements and prerequisites in preparation for successful transfer to a four-year institution to complete a baccalaureate degree.
- Provides a variety of career and technical programs in preparation for successful employment.
- Provides developmental and foundational level studies for students with academic deficiencies.
- Provides opportunities for students to appreciate and benefit from the diversity of people in a global community.
- Offers continuing education opportunities for students interested in meeting personal goals or updating employment skills and pursuing cultural and leisure interests.
- Cooperates with other educational, business, and governmental entities to address educational needs related to the economic health of the residents of the District.
- Provides special cultural, recreational, and general interest events that enrich the life of the community.

ICC Core Values

The College is committed to its Core Values: Learning, Community, Integrity, Responsibility, and Excellence.

ICC Vision

We, the people of ICC, are dedicated to becoming an institution that delights our students with relevant and up-to-date classes, exemplary service, and an enriching campus life, all at an affordable cost. We know what it takes for our students to succeed, and we make it happen. Education at ICC leads to successful careers, transfers to baccalaureate programs, and lifelong learning experiences to improve our students' lives and opportunities. The short version of the vision is: We provide an exceptional educational experience that delights our students and stakeholders.

ICC Mission

The mission of the College is expressed in these sentences:

Through learning, minds change. We believe by changing minds, we can change the world.

Institutional Learning Outcomes

Developed with input from faculty, staff, and community stakeholders, the following Institutional Learning Outcomes (ILOs) reflect the broad-level knowledge, skills, behaviors, and attitudes that graduates should demonstrate as a result of their experiences at Illinois Central College. Such experiences may include general education courses, program courses, developmental courses, co-curricular activities, and extra-curricular activities, among others. ILOs help prepare our graduates to become productive members of society and life-long learners.

Communication

Statement of Intent: Associate degree graduates have the ability to transfer information, concepts, or emotions to an audience through written, oral, symbolic, aesthetic, and/or nonverbal communication methods that successfully align with their purpose.

Reasoning

Statement of Intent: Associate degree graduates identify and solve problems, analyze new information, synthesize and evaluate ideas, and transform ideas into a course of action by using critical, creative, and/or analytical skills.

Responsibility

Statement of Intent: Associate degree graduates understand the implications of choices and actions, demonstrate appropriate behaviors in academic/ professional contexts, and contribute constructively within the context of community.

Definition and Requirements for Associate in Applied Science Degree

Associate in Applied Science (AAS) is a career-oriented degree, which prepares students for immediate employment and is awarded in a specific program of study. In this case, **Occupational Therapy Assistant Program**. Although not designed as a transfer degree, some courses may fulfill Illinois Articulation Initiative's general education requirements, and some courses may transfer to four-year colleges and universities.

Students must fulfill all requirements to be eligible for an Associate in Applied Science Degree:

1. Credit hours: –complete the prescribed credit hours for a specific Associate in Applied Science degree program. At least 15 of the last 30 hours must be completed at ICC. Those 15 credit hours must be program courses from the second year of the program. Note: Illinois Central College does not accept partial credit for coursework completed at other colleges and universities. ICC will evaluate quarter hours earned at other colleges and universities for equivalent credit at ICC.
2. Maintain an overall grade point average (GPA) of 2.00 on a 4-point scale or a “C” average. All grades and hours of all courses attempted at ICC are used in calculating the student's GPA. When a higher grade is earned in a repeated course where a student received a D or F, the D or F will be dropped from GPA calculation and the higher grade will be used. Individual courses or programs may have additional or higher GPA requirements.
3. Satisfactorily complete all specific degree requirements outlined by the College (see Occupational Therapy Assistant program requirements.)
4. Fulfill all financial obligations to the College.

5. Submit an Application for Degree for the desired graduation month/term:
 - December/Winter Graduation—due October 1
 - May/Spring Graduation—due March 1
 - Summer/July Graduation—due June 1

Note: Commencement ceremonies are only held in May. Students who received degrees in December and students anticipating receiving degrees in July may participate in the May ceremony.

Application for Graduation

Applications are available online at icc.edu/students/graduation from your advisor, or any Enrollment Services location. When you expect to complete your program of study, submit an Application for Associate in Applied Science Degree for the desired graduation month/term:

- December/Winter Graduation—due October 1
- May/Spring Graduation—due March 1
- Summer/July Graduation—due June 1

Applying is easy and free from your eServices account. Once logged into eServices, select “My Academics” and then select “Apply for Graduation”. You are only eligible to apply to graduate from the program of study in which you are enrolled. In this case, the **Occupational Therapy Assistant Program**. If you need to add a program of study or change your program of study, please complete a Degree/Certificate of Study Change Request Form. You can obtain the form from your Health Careers Department Academic Advisor in Cedar 105, Enrollment Services Office at the Peoria Campus in Arbor 102 or Enrollment Services Office at the East Peoria Campus in L211.

Students’ Right to Privacy & Access to Records

According to the Family Education Rights and Privacy Act (FERPA) of 1974, students have the right to (1) inspect and review their educational records; (2) request the amendment of their education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights; (3) restrict disclosure of information to other individuals or entities; (4) file a complaint with the Family Educational Rights and Privacy Act Office if the College fails to comply with the requirements of the Act.

Directory Information

The College considers the following directory information: (1) student's full name; (2) address; (3) ICC email address; (4) affirmation of student enrollment status (full/part-time) and class level; (5) dates of attendance, graduation, intended program of study, degree(s), certificate(s) earned, and honors received; (6) pertinent information relating to participation in officially recognized activities and sports.

The College will only disclose directory information to individuals or entities with legitimate educational interests and in compliance with the Solomon Act. Educational records, student schedules, grades, and other academic information (including drop-out lists) will not be released to parents, guardians, employers or other individuals without written consent of the student. All requests from internal and external entities for the use or release of directory

information lists must be reviewed and approved by the Vice President of Student Success in consultation with other offices as necessary.

Students have the right to restrict disclosure of directory information. Contact the Enrollment Services Office (309) 694-5600 for the appropriate paperwork. All paperwork must be submitted in person with a photo ID.

Educational Rights and Responsibilities

Students have the same rights accorded all citizens, including the right to free, open, and responsible discussion and inquiry, and the right to a quality education in a program of study provided by competent instructors. It is the right of each student at Illinois Central College to:

- study any controversial issue with political, economic, or social significance and concern
- have free access to all relevant information, including materials which circulate freely in the community
- study under competent instructors in a healthy, responsive atmosphere free of bias and prejudice
- form and express personal opinions on controversial issues without jeopardizing their relationship with instructors or the College
- be treated fairly and with full respect
- be accorded the best efforts of instructors, including access through regular office hours

In return, students are expected to conduct themselves as responsible members of the academic community. Disruption of the educational process and violation of the rights of others constitutes irresponsible behavior. Faculty members reserve the right to establish a classroom environment that is conducive to learning and equitable to all.

Specific responsibilities of Illinois Central College students include:

- attending classes regularly and explaining reasons for absences to instructors
- intelligent care of equipment and facilities used
- abiding by the expectations established in the course syllabus
- actions characterized by honesty
- refraining from:
 - giving false or misleading information to any College official or tampering with any College record
 - possessing or taking any narcotic, stimulant, or drug except as prescribed by a physician
 - giving, exchanging, or selling any drug to another person
 - possessing or consuming any alcoholic beverage on campus
 - giving, exchanging, or selling such beverages to another
 - using the College name or emblem in an unauthorized or unseemly manner

Contrary actions such as plagiarism or giving unauthorized help on examinations, may result in disciplinary action ranging from a failing grade for the assignment or exam to dismissal from the College. For more information see "Academic Misconduct."

Students are responsible for knowing and abiding by all College regulations, together with federal, state, and local laws. These are enforced by appropriate civil, state, or College authorities. If students are in doubt about any particular matter, they should consult the Vice President of Student Success, East Peoria Campus, Room L221A.

Academic Misconduct

Matters relating to academic honesty or contrary action such as cheating, plagiarism, or giving unauthorized help on examinations or assignments may result in an instructor giving a student a failing grade for the assignment, test, or course.

Based on the severity of the offense, the instructor may recommend dismissal from the College.

A common form of academic dishonesty is plagiarism. This is the use (whether deliberate or unintentional) of an idea or phrase from another source without proper acknowledgment of that source. The risk of plagiarism can be avoided in written work by clearly indicating, either in footnotes or in the paper itself, the source of any other major or unique idea which the student could not or did not arrive at independently. These precise indications of sources must be given regardless of whether the material is quoted directly or paraphrased. Direct quotations, however brief, must be enclosed in quotation marks as well as properly documented.

Another form of plagiarism is copying or obtaining information from another student. Submission of written work, such as laboratory reports, computer programs, or papers, which have been copied from the work of other students, with or without their knowledge and consent, is plagiarism.

Obtaining an examination prior to its administration or use of unauthorized aids during the examination are clear acts of academic dishonesty. It is also academically dishonest to knowingly aid another student in performing an act of academic dishonesty. Thus, in cases of inappropriate collusion on academic work, the provider of inappropriately used material is guilty of academic dishonesty, as well as the actual perpetrator.

Listed below are examples which may be confusing to students, especially freshmen who are accustomed to working on projects in laboratories with fellow students in high school.

1. Sharing information in the preparation of a report or paper, unless approved by instructor.
2. Turning in the same paper for two different courses with slight modification.
3. The illegitimate uses of written material such as laboratory reports and computer programs or the obtaining of information from other students while an examination is in progress.

In brief, any act which represents work not one's own, as one's own is an academically dishonest act.

If a student is ever in doubt about an issue of academic dishonesty, or has any hesitation about a contemplated course of action, the student should consult their instructors. The penalties for academic dishonesty can be very painful and can affect the entire educational experience at Illinois Central College.

Grievance Procedure

A student grievance is defined as a complaint arising out of any alleged unauthorized or unjustified act or decision by a member of the ICC community, which in any way adversely affects the status, rights, or privileges of any student. A student alleging unfair treatment may make a complaint to the Program Director or Dean of Health Careers and Peoria Campus. An attempt shall be made to resolve the problem through a review of the complaint and informal discussion among the parties. If the complainant is not satisfied with the informal resolution, additional steps may be taken as defined in the grievance procedure available in the *ICC Student Rights & Responsibilities Handbook*.

The Occupational Therapy Assistant (OTA) program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Using these Standards, the goals of accreditation include promoting academic excellence, stimulating programmatic improvement and protecting the student and the public. A student may obtain a copy of the Standards by accessing <http://www.aota.org/Education-Careers/Accreditation/StandardsReview.aspx>.

Any and all allegations of program noncompliance to the Standards will be given prompt, fair and continued consideration until resolved and must be submitted in writing to the Program Director and include: name of student (or other individual) filing allegation; specific Standard (e.g., Standard 2.5) of noncompliance; date(s) and example(s) of when and how the program was noncompliant with the Standard; and date of submission of the complaint of non-compliance. The Program Director will immediately notify ACOTE that an OTA student (or other individual) has submitted a complaint of noncompliance. Within fourteen (14) days, the Program Director will provide a written response to the student (or other individual) and ACOTE indicating how the complaint of noncompliance was resolved. If the program's resolution was not satisfactory, the student (or other individual) may next choose to contact ACOTE. The Program Director will keep a record of all complaints and resolutions of alleged noncompliance.

Tuition and Costs

Tuition is calculated on a per semester-hour basis and is that amount as established by the College and published in the *College Catalog*. The student is responsible for tuition, textbooks, transportation, housing, uniforms, duty shoes, graduation fee, and any other fees as required and/or published in the *College Catalog*.

A Health Careers Fee is billed to the student's account, separate from tuition, during the first semester following acceptance into a health career program. This fee covers costs for the drug screen and fingerprint background check at IWIRC. Additional costs may be contractually required by specific agencies for student clinical experiences. These "extra clinical requirements and costs" are the student's responsibility.

Financial Assistance

Financial assistance available to students includes state and federal grants, ICC Educational Foundation scholarships, local and state scholarships, long-term loans, and employment opportunities. Students who need assistance should contact the Financial Assistance Office (L211 at ICC East Peoria Campus; Arbor A002 at Peoria Campus). Contact information: call (309) 694-5600 or email at FinancialAid@ICC.edu.

Tutoring in required classes and financial assistance to purchase necessary equipment and supplies are available for qualified OTA students. Personalized assistance is also available to students having difficulty with any class because of the need to improve study skills or basic academic skills. For more information, contact the Coordinator of Access Services (L220D, ICC East Peoria). Contact information: call (309) 694-5749.

Student Services

The College provides numerous student services including, but not limited to:

Academic Advisement
Counseling Services
Academic Placement Testing
Career Services
Veterans Affairs
Testing Center

Academic Support Center
Office for Access Services
Transfer Center
Library
Student Activities
Children's Center and Child Care

For additional services and information, refer to the *College Catalog* and website.

Smoking Regulations

Smoking and/or use of all tobacco products is prohibited on all premises and property of ICC, including but not limited to campus grounds, buildings, College-owned vehicles, etc. Smoking is also prohibited on the premises and grounds of the clinical education centers.

Advisement and Appointments

Program faculty members welcome the opportunity to meet with students on an individual or group basis. Each student has an OTA faculty member assigned to serve as their academic advisor. Each faculty member posts office hours, and appointments should be made through the department's record technician, Peoria Campus, Advisement (309) 690-7530.

Counseling

Counseling services are available at ICC East Peoria Campus Room CC200 to help students with personal or academic problems. Counselors are available Monday from 8:00 a.m. to 4:30 p.m., Tuesday from 8:00 a.m. to 6:00 p.m., and Wednesday through Friday from 8:00 a.m. to 4:30 p.m. Contact information is phone: (309) 694-5281 and email: Counseling@ICC.edu.

Existing Health Conditions

The student with a controlled behavioral health medical condition, including but not limited to back problems, hypertension, diabetes, or seizure disorders should notify the Program Director in an effort to ensure physical and safety needs are met.

The student who develops a behavioral health or medical condition, or is taking prescription/nonprescription medication that may affect academic or clinical performance may continue in the program provided the student:

1. submits a written statement from a physician regarding the nature of the condition, the nature and duration of restriction, and the student's ability to continue in the program to the Program Director;
2. notifies current Clinical Instructors;

3. if absent for two (2) or more consecutive clinical days, provides a release from attending physician before returning to clinical education experiences;
4. meets all clinical and academic objectives and requirements.

Any condition that restricts the student's ability to perform program objectives or necessitates alternate assignment may result in an alteration of the student's graduation date until such time as assignments are completed. Student options include (1) return to class or clinical with documentation from the student's physician or (2) continuation in program sequence with possible extension of educational period or (3) program withdrawal with request for readmission into program sequences.

Accommodation for Lactation or Breastfeeding

Illinois Central College will provide a readily available, private space suitable for the lactating or breastfeeding student to use. It is the student's responsibility to discuss this need with the Program Director, so that such space may be provided.

Learning Resources

The Library located in the ICC Peoria Campus Student Center has a fine collection of medical reference materials and related subjects. Additional OTA texts are available in program faculty offices and the classroom for student use. The library is linked electronically with many public, special, and academic libraries in west central Illinois. Students may use these libraries as well as the Illinois Central College libraries.

Students are automatically provided a free email account, access to online courses, and a student login to the College's network. Details on obtaining and using these services are available on the ICC website at www.icc.edu.

Academic Support Center is located on the 2nd floor of the Student Center Library. Audiovisual media is used to support theoretical and clinical content of the program. Throughout the program, independent study may be required in this department.

Instructional computer labs are located on both campuses. Some are available for general use and others for specific courses. OTA software is available in the Library and OTA classroom for use by students. Directions should first be obtained from program faculty members.

Bookstore/Textbooks

OTA textbooks and course materials are available in the ICC bookstore located on the East Peoria campus. OTA students are to purchase all required texts. Do not sell back OTA texts as they are used throughout the two-year program.

Emergency Messages

For a medical emergency, Campus Police or program faculty members will attempt to locate students in class and provide a message. Nonemergency messages will not be delivered. In nonemergency cases (change of plans for transportation, etc.), schedules will not be released to a third party without the student's prior written consent. Students are, therefore, encouraged to provide family members or childcare providers with their schedules for use in nonemergency

situations. The use of cell phones and pagers is prohibited during class, laboratory, and clinical experiences.

Emergency Closings

Classes including clinical experiences will meet as scheduled unless inclement weather or other emergency circumstances create conditions that necessitate closing the College. Students will be notified of the closing of the College as soon as possible through the MyAlert College emergency notification system, the College website and area radio and television stations. The decision to close the College for day classes is usually made by 5:00 a.m. and by 3:00 p.m. for evening classes.

Safety Policy and Procedures: On Campus

Student Safety

1. Accident/Injury Reporting Procedure is addressed in the OTA Program Student Handbook.
2. General College safety procedures – examples include, but not limited to, classroom evacuation, location of AED, etc. The College Emergency Response Guide is available online.
3. Students are not permitted to utilize the OTA lab without faculty consent, and a faculty member must be present.
4. Students are not permitted to use any electrical equipment unless a faculty member is in the classroom.
5. Students may practice only procedures and techniques that have been introduced in lecture and laboratory and only with other currently enrolled OTA Program students with faculty present.
6. A small first aid kit is available in the OTA lab.
7. A campus phone is available in the OTA Lab and in academic classrooms in Birch Hall.
8. Building evacuation routes are posted in the lab and classroom and reviewed with students at the beginning of each semester.
9. The OTA Program Student Handbook contains information detailing infection control and exposure in the Health Careers Policies and Protocols:
 - 1) Clinical Tuberculosis (TB) Exposure Procedure, Student TB Exposure Form; and TB Exposure Assessment Student Questionnaire
 - 2) Clinical Blood and Body Fluid Exposure and Student Exposure Report Form
 - 3) Accident/Injury Reporting Procedure and the Student Accident Injury/Report Form
 - 4) Safety measures related to health, such communicable diseases.
10. OTA lab and classroom safety and evacuation procedures are discussed and simulated at the initial program orientation and reviewed at the beginning of each academic semester.

Equipment

1. Equipment manuals/instructions are maintained in the lab file cabinet.
2. Faculty inspects equipment prior to laboratory use.
3. All new equipment is checked by the Program Director prior to use.

4. Routine equipment inspections and preventative maintenance are performed at the end of each semester or more often as needed by OTA faculty. Logs of equipment maintenance are maintained by the Program Director. Electrical safety checks are performed annually by an outside vendor and results maintained by the Program Director.
5. Equipment in need of repair will be taken out of service and repairs done internally with a work order or through an external company, as appropriate. Copies of repair records are maintained in the Program Director's office.
6. Faculty or students who experience any equipment malfunctions are to report the issue to the Program Director immediately, with the equipment labeled and removed from use.

Safety Policy and Procedures: Off Campus

Safety and Security

1. Fieldwork education sites will provide information regarding accident, illness, and security procedures at respective individual facilities.
2. Fieldwork education sites may provide emergency service but not routine medical care. Cost of emergency care in off-campus educational experiences is the responsibility of the student. The College does expect students to have health insurance and students are aware of this upon admission into the program.
3. Students will follow facility procedures and complete necessary documentation regarding the reporting of incidents, and the fieldwork educator will assist with this process. Information related to the incident report will be shared with the AFWC and/or Program Director with College documentation completed.
4. The OTA program includes community-based learning opportunities, such as field trips during specific courses. For these, students are given an explanation of the activity and travel information and sign the institution's Assumption of Risk and Release Form, which is maintained by that faculty member. A faculty member remains at the facility for the duration of the field trip.

Faculty reviews information regarding safety and emergency procedures applicable to field trips and shares with students. The instructor will complete the Field Trip Safety Checklist in collaboration with community partner. This completed checklist will be maintained by the faculty with course documents.

5. Student travel to/from field trip location is the responsibility of the student.

OTA Program Beginning Semester Safety Checklist

Birch Hall, Peoria Campus

1. Location of Emergency Phone

Birch 127-OTA Lab-mounted on wall main entrance
Birch 126-OTA Apartment-mounted on wall in kitchen
Birch 119-PTA Lab-mounted on wall main entrance
Birch 118-PTA Skills Lab-mounted on wall main entrance
Birch Classrooms #115, #116, #131 and #132-mounted on wall main entrance

2. Location of Fire Extinguishers

Mounted on wall outside entrance to Birch 127-OTA Lab
Mounted on wall in OTA Apartment in kitchen-Birch 128-OTA Lab
Mounted on wall outside entrance to Birch 119 -PTA Lab
Mounted on wall in hallway outside Birch Classrooms #115, #116, #131 and #132

3. Location of AED

Birch Hall-Hallway outside Birch 118

4. Location of First Aid Equipment

Birch 127-OTA Lab-Basic First Aid Kit and BP cuff & stethoscope
Birch 119 -PTA Lab- Basic First Aid Kit and BP cuff & stethoscope
Student Center-Public Safety Officer Office in Elm

5. Location of Assisted Mobility Devices-wheelchairs, walkers, crutches

Birch 126-OTA & PTA Storage Room

6. Location of Incident Report Forms

Cedar Hall 105 - Health Careers Office - Phone (309) 690-7530

7. Evacuation of Building- Emergency Procedures and Routes

Evacuation Routes/maps are posted in each classroom and lab in Birch Hall.

<i>**In case of an emergency, call 911 and activate the emergency response system</i>
--

Fire/Evacuation

OTA Program: B127, B131, and B132

Exit hallway near OTA lab (B127) and exit building through exterior door to parking lot
(South side of building).

Please wait in parking lot for official head count and further instructions.

Students are not to leave campus until notified by faculty.

OTA Apartment: B126

Exit building through exterior door to grounds/parking lot (South side of building).

Please wait in parking lot for official head count and further instructions.

Students are not to leave campus until notified by faculty or emergency personnel.

PTA Program: B116, B118, B119, B131, B132

For B119: Exit door and exit to the left and exit building through exterior door near handicap parking lot (West side of building).

Please wait in parking lot for official head count and further instructions.

Students are not to leave campus until notified by faculty or emergency personnel.

For B118, B131, B132

Exit hallway near OTA lab (B127) and exit building through exterior door to parking lot (south side of building).

Please wait in parking lot for official head count and further instructions.

Students are not to leave campus until notified by faculty or emergency personnel.

For B116: Exit door to the right and exit straight ahead to exterior door to the outside corridor (west side of building).

Please wait in parking lot for official head count and further instructions.

Students are not to leave campus until notified by faculty or emergency personnel.

For students (and/or faculty) with disability or mobility issues:

Program faculty will assist the student or assign another student to assist.

In the event of a building evacuation, no one is allowed re-entry into building until given “all clear” by public safety officer.

Tornado

Students will exit the OTA classroom/lab and take the entry door between Birch Hall and the Student Center; proceed to the right side of the student center across from the Campus Police Office and take the stairway to area of refuge (ST3-1) and proceed to the lower level. Campus Police to provide additional information as indicated.

For students (and/or faculty) with disability or mobility issues:

The instructor will assist the student to exit the classroom and down the hallway to the elevator located by ST3-1. If the elevator is inoperable, a second person will assist the faculty in performing a two-man lift up the stairs to the main level to exit the front door.

In the event of a building evacuation, No one is allowed re-entry into building until given “all clear” by public safety officer.

8. Review of infection control and body substances

Handwashing

Alcohol rubs

Body substances/fluids

Soiled linen go into blue linen bag

Cold/flu season and proper coughing technique

Wipe down equipment/tables

SECTION 3: POLICIES AND PROCEDURES

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Graduation

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OTA Program Release of Information Form

ICC Health Careers Department Mission Statement

The mission of the Health Careers Department is to:

1. Enable students to attain knowledge, professional skills, and general education for successful entry-level employment in a health career;
2. Serve as a resource for the educational and employment needs of the health care community.

To fulfill its mission, the department:

1. Promotes student access through equal opportunity admission policies;
2. Offers educational opportunities for all students by providing associate degree programs;
3. Provides career advisement and supports career recruitment in the community;
4. Assures quality teaching and learning by meeting professional accreditation standards, promoting faculty continuing education, providing access to current technologies, and participating in continuous outcomes assessment;
5. Provides general education and career education courses in preparation for successful employment and lifelong learning;
6. Cooperates with community agencies to offer appropriate clinical and field experiences, and to promote safe practices;
7. Offers continuing education opportunities to meet personal and professional goals of updating employment skills and additional specialization.

OTA Program Philosophy

The Illinois Central College Occupational Therapy Assistant Program (OTA) is committed to the facilitation and development of knowledge, skills and professional relationship habits necessary for a satisfying and successful career as an Occupational Therapy Assistant.

The OTA program is built upon the belief that people are complex, composite beings driven by an intrinsic need to meaningfully participate in human occupation, within their life context. Such engagement in occupation is intended to support survival, promote or restore health and also serves to create opportunity for the client to experience human flourishing in ways which are developmentally meaningful. The OTA program appreciates fully the philosophical tenets of existential-humanism, which inspire practical reflection upon the most meaningful and objective occupational needs of each individual person within their particular context and life situation. Client-centered assessment and interventions respect human developmental needs and also assure that the clinician is listening to the client's need for function, purpose and meaning.

The OTA program philosophy is further based upon the belief that its learners need to be actively engaged in a learning community which expresses high expectations, but which is also supportive and ready to give regular feedback. The OTA program seeks to developmentally transition students from initially more dependent learners, to learners who are positively interdependent adult learners, able to access information and technology, as well as other resources, in order to meet the needs of modern professionals. Cognitive development and problem-based learning within the learning community will be aligned not only with the historical ethos of OT but also with the current and emerging practice areas of the profession.

The OTA program cohort is viewed as a community wherein collaboration and mutual respect will exist and where adult learner diversity will be considered beneficial and good. This same cohort will interface with other college disciplines and with the surrounding community via relationships based upon the *OT Code of Ethics*.

Graduation and completion of the OTA program will not be viewed as the only goal of the educational process. Students will be engaged with the intentional process of becoming a professional and with the expectation that professionals are self-motivated, lifelong learners who perpetually develop through appropriate participation in professional development activities. The OTA program faculty are committed to the development of Occupational Therapy practitioners and also advocate for the profession through involvement with the area health care community.

Reference: AOTA 2020 *Occupational Therapy Code of Ethics* of the American Occupational Therapy Association, The American Journal of Occupational Therapy, 74 (suppl. 3) Bethesda, MD: AOTA Press 2020.

AOTA's Vision 2025

Occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.

OTA Program Vision

The vision of the Occupational Therapy Assistant (OTA) Program at Illinois Central College (ICC) is to provide a successful path to completion of the program and to be prepared to begin generalist practice as an entry level OTA by enabling students to attain the knowledge, professional skills, and an exceptional educational foundation.

To fulfill its vision, the OTA Program will:

1. Promote student access through equal opportunity admission policies.
2. Provide academic advisement and supportive career resources in the community.
3. Assure quality instruction by meeting ACOTE Accreditation standards; promote faculty scholarship.
4. Provide a curriculum design which includes a sound general education and relevant OTA-specific content courses in preparation to implement optimal client-centered practice.
5. Promote evidenced-based research and practice to foster a desire to embrace lifelong learning and commitment to scholarship.
6. Establish interprofessional relationships with community partners for the procurement of in-depth fieldwork placements to expose students to a variety of settings and clients across the lifespan.
7. Facilitate a professional culture that is characterized by inclusiveness and respect for persons, groups, and populations.
8. Facilitate an awareness of current and future roles within the scope of practice of an occupational therapy assistant within the local and global communities of the rapidly changing service delivery systems.

OTA Program Information

The certified occupational therapy assistant collaborates with the supervising occupational therapist to provide the use of occupations (everyday life activities) with individuals and/or groups across the lifespan. These occupations include ADLs (activities of daily living), IADLS (instrumental activities of daily living), education, work, rest, sleep, play, and social participation. The occupational therapy assistant may be employed in a variety of practice areas. These settings include but are not limited to: hospitals, skilled nursing facilities, outpatient facilities, schools, community-based health agencies, behavioral health programs, and home health agencies. Occupational therapy assistants provide services that will promote health, well-being, participation, and engagement in occupation throughout one's lifespan. Occupational therapy assistants apply a client-centered holistic approach and recognize the significance of the mind, body, and spirit.

OTA Program Mission

The mission of the Associate in Applied Science Occupational Therapy Assistant Degree Program at Illinois Central College is to effectively provide educational resources within theory, laboratory, and fieldwork experiences to prepare graduates for a successful career in occupational therapy service delivery and to begin practice as a competent, entry-level, generalist occupational therapy assistant.

OTA Program Goals

1. Students/graduates of the program will demonstrate clinical reasoning through an understanding and application of knowledge from the Occupational Therapy Practice Framework: Domain and Process, theory, models of practice, and guidelines of practice utilized in the occupational therapy process.
2. Students/graduates of the program will exhibit proficiency in the delivery of evidence-based practice and interventions to facilitate participation and enhance occupational performance across the lifespan.
3. Students/graduates of the program will perform skills to practice as a competent, entry-level generalist in traditional and emerging occupational therapy practice settings across the lifespan.
4. Students/graduates of the program will effectively interact through written, oral, and nonverbal communication with the client, family, significant others, and the public in a professionally acceptable manner.
5. Students/graduates of the program will model positive behaviors to promote effective interprofessional team collaboration.

National Board for Certification in Occupational Therapy

NBCOT Early Determination

An individual who is considering entering, or who has already entered, an occupational therapy educational program can have their background reviewed prior to actually applying for the exam by requesting an Early Determination Review. NBCOT uses a third party vendor to provide background checks on current and prospective occupational therapy students who are concerned that an issue in their background may prevent them from being eligible to sit for the

certification exam. A written explanation of any incidents in question is also required. If an individual has been on parole or probation at any point within the last seven (7) years, they must also include official documentation confirming their compliance with or completion of all terms and conditions imposed by the court. NBCOT may request additional information as needed on a case-by-case basis.

In this Early Determination Review process, NBCOT may give early or prior approval to take the certification exam, as it pertains to good moral character, provided that the information reviewed is not found to be a violation of any of the principles of the Practice Standards/Code of Conduct.

Current and prospective occupational therapy students should visit NBCOT's Character Review webpage to see what questions must be answered at the time of the exam application. If a current or prospective student answers "Yes" to one or more character questions, that individual should then determine whether or not an Early Determination Review is the right option for them.

Each early review case is reviewed on an individual basis. After NBCOT has completed its review, the individual is notified in writing regarding whether they will be eligible to sit for the NBCOT exam, provided that all eligibility requirements are met.

It is important to note that the NBCOT staff is only able to advise any individual regarding eligibility after all required information has been received and reviewed. This means that individuals who contact NBCOT requesting a "Yes" or "No" response as to whether their background would be cause for disqualification must go through the background screening process and will receive written notification after the review is complete.

Please note, if an individual receives a favorable Early Determination Review, they will need to apply for the certification exam upon completion of all academic and fieldwork requirements. When individuals apply for the exam, they will be expected to answer the character questions. Individuals who receive a favorable Early Determination Review decision two or more years prior to applying for the certification exam and answer affirmatively to one or more of the character questions will undergo another background check as part of their exam application.

To request an Early Determination Review, complete and submit the Early Determination Review Payment Form.

NBCOT Character Review

To ensure that occupational therapy practitioners meet standards of professional conduct prior to entering the profession, all applicants for certification are required to provide information and documentation related to affirmative responses to character questions on the examination application. The character review consists of eight key questions:

- 1a. Have you ever been convicted of a felony? (NOTE: Applicants must answer affirmatively even if convictions have been pardoned, expunged, released, or sealed.)
 - b. Do you currently have a felony charge or charges against you?
- 2a. Have you ever had any professional license, registration, or certification denied, revoked, suspended, or subject to probationary conditions by a regulatory authority or certification board, including NBCOT®?
 - b. Do you currently have a professional license, registration, or certification under review for possible disciplinary action?
- 3a. Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another?
 - b. Do you currently have a charge(s) of negligence, malpractice, recklessness, or willful or intentional misconduct that resulted in harm to another against you?
- 4a. Have you ever been suspended and/or expelled from a college or university?
 - b. Are you currently under active investigation that could lead to being suspended and/or expelled from a college or university?

NBCOT uses a third-party vendor to provide background checks for applicants with affirmative responses to character questions. The following required documentation must also be submitted:

- A detailed, written explanation regarding the incident(s). Please describe your involvement and behavior in the incident(s), including how your actions were discovered.
- If you have been on parole or probation at any point within the last seven (7) years, you must include documentation confirming your compliance with or completion of all terms and conditions imposed by the court. This can be a letter from your probation officer, or other official court documentation.

For details on NBCOT's disciplinary action process, visit the [Professional Conduct](#) page.

Criminal Background Check Policy

All Health Careers students who have a clinical component to their educational process are required to submit the necessary information in order for the College to conduct a criminal background check. The student must read and sign the *Fingerprint/Background Check Informed Consent/Release* and review the *Fingerprint/Background Check Policy and Procedures* upon admittance to the program. The student is responsible for the costs associated with all criminal background checks.

This process is completed in the spring upon admission and acceptance into the OTA Program for fall semester. Additional criminal background checks may be required upon participating at a specific fieldwork setting.

Application for Admission to OTA Program

Applications for Health Careers Programs are accepted at all times but the deadline for fall admission to the OTA Program is January 15. Completed applications should be submitted to the Health Careers Department and include: completed ICC application, high school transcript or GED, OTA program specific template, and all college transcripts. Specific eligibility and program requirements are listed in the Health Careers Booklet or ICC's website.

From the applicants, a predetermined number of students, (typically 16) will be selected on the basis of program score template. If two or more applicants hold the same score, the student cumulative GPA will be used and students will be selected from highest to lowest. Students who are not admitted are encouraged to meet with a health career advisor to review the application process and program template.

Transfer Credit

Students wishing to have courses evaluated for transfer to ICC for the purpose of receiving a degree or certificate or to have course work earned at another college or university applied to the ICC record must have an official transcript from each institution attended sent to ICC.

ICC students have access to the transfer center, which will provide accurate information to help them achieve a seamless transfer to the four-year institution of their choice. For more information, contact the center at (309) 694-5530.

Essential Skills and Abilities

for the Occupational Therapy Assistant student to meet the Required Core Performance Standards

Becoming an occupational therapy assistant requires the completion of an education program that is both intellectually and physically challenging. The student will be expected to acquire knowledge, enhance motor performance and develop professional behaviors and attitudes that are necessary to provide ethical, safe, effective, compassionate care across the lifespan. The purpose of the Core Performance Standards is to inform students of the occupational therapy assistant (OTA) program of the requirements that they can reasonably be expected to meet, with or without reasonable accommodation, while participating in the program.

Upon entering this program, students should consider the following: The Core Performance Standards are used to assist in the determination as to whether accommodations or modifications are necessary for a student to meet program requirements. A student who identifies potential difficulties with meeting the Core Performance Standards should communicate their concerns to the Program Director. The student has the responsibility to identify and document any disability and to request reasonable and appropriate accommodations as needed. All students must be otherwise qualified and able to perform independently in all areas. Determination is made on an individual basis as to whether any accommodations or modifications can be reasonably made. They are also reasonable expectations of employers; however, employers may have different standards. The ability to meet these standards does not guarantee employment upon graduation.

Communication - Student will need to communicate effectively and efficiently with peers, faculty, clients, families, caregivers and interprofessional team members verbally, in writing, and non-verbally. This includes, but is not limited to:

1. Ability to read at a level that allows the essential skills and abilities of an assignment to be completed safely and effectively.
2. Clearly communicates the values and beliefs of occupational therapy, highlighting the use of occupation to clients, families, caregivers, and interprofessional team members.
3. Clearly communicates the roles of occupational therapist and occupational therapy assistant, highlighting the use of occupation to clients, families, caregivers, and interprofessional team members.
4. Apply health literacy concepts to effectively articulate and interpret information to clients, family members, caregivers, interprofessional team members, and third-party payers as appropriate.
5. Ability to recognize, observe, interpret, and respond to nonverbal behaviors of self and others.

Behavior - Student should demonstrate sound judgment; establish empathic and therapeutic relationships with clients and others. Student demonstrates the ability to perform in stressful situations and tolerates close physical contact with coworkers and clients. This includes, but is not limited to:

1. Ability to work concurrently with interprofessional team members and multiple clients/caregivers.
2. Ability to work independently and in collaboration with one or more partners.
3. Ability to work collaboratively with a diversity of populations, including OTA students and program faculty in classroom, lab, and clinical settings.
4. Ability to respond constructively to feedback and appropriately modify behavior in response to supervisory feedback.
5. Demonstrate safe and effective coping strategies during stressful conditions, including but not limited to medically or emotionally unstable individuals and situations requiring rapid adaptations such as the provision of CPR or other emergency interventions.
6. Ability to prioritize multiple tasks, integrate information, and make decisions for effective time management in order to meet established deadlines.
7. Ability to respect the diversity factors of others, including but not limited to: age, socio-cultural, socioeconomic, spirituality, and lifestyle choices.
8. Ability to demonstrate a positive therapeutic use of self.
9. Ability to demonstrate values, attitudes, and behaviors consistent with the OT Professional Code of Ethics and Standard of Practice.
10. Ability to display professional appearance (appropriate dress and personal grooming) while involved in all school, clinical, and professional activities.
11. Ability to handle personal and professional problems appropriately so they do not interfere with classroom and clinical performance.
12. Demonstrate positive and expected work ethics including, but not limited to: attendance, punctuality, attend to tasks/submit assignments when due, and adhere to classroom/clinical policies and procedures.

Motor - The student should have sufficient gross and fine motor capabilities to execute the movements and skills required to provide safe and effective occupational therapy treatment to complete full-time work weeks during OTA program participation. This includes, but is not limited, to:

1. Sufficient coordination, speed, strength, and agility to safely assist clients who are walking, exercising, or performing other activities
2. Ability to guide, resist, and assist clients and to provide emergency care, which involves activities including standing, kneeling, sitting, walking, and crawling
3. Ability and dexterity to fabricate, apply, adapt, and monitor assistive technology; perform and demonstrate occupational performance skills; and administer components of sensory, motor, and Activities of Daily Living/Instrumental Activities of Daily Living assessments and interventions
4. Sufficient endurance to move about a variety of environments steadily throughout the day, including movement across distances, movement from one floor to another, and negotiation of small spaces
5. Perform all essential skills and standards to complete full-time work week during OTA program enrollment.

Mobility - The student should have sufficient physical abilities to move from room to room and maneuver in small spaces. This includes, but is not limited, to:

1. Assist all patients according to individual needs and abilities in moving, turning, and transferring from various surfaces without injury to self, patient, or others
2. Be able to lift and carry 50 pounds
3. Exert up to 100 pounds force or push/pull
4. Must be able to walk and stand for extended periods of time without the use of an assistive device (such as walkers, canes, etc.) or use of a wheelchair
5. Move from room to room and maneuver in small spaces
6. Perform instruction by manual demonstration, as appropriate
7. Must be able to lift and move supplies and equipment to shelves

Sensory - Student should have sufficient sensory abilities to assess and monitor clients, observe physical movement, participate in physical measures, and recognize and respond to clients' needs in unsafe situations. Student should have the ability to obtain information in classroom, laboratory, or clinical settings through observation, palpation, and other measures, and requires abilities including, but not limited to:

1. Visual ability (corrected as necessary) to recognize and interpret facial expressions and body language, to observe client performance in therapy, to read or set parameters on occupational therapy equipment, and to interpret and assess the environment
2. Auditory ability (corrected as necessary) to recognize and respond to verbal directions and requests, to be aware of safety mechanisms in the environment, and for effective communication between clients/families/interprofessional team members
3. Tactile ability to palpate muscle contractions, to discriminate hot and cold modalities, to exert the necessary pressure to fabricate splints, and to identify joint articulation

4. Olfactory ability to tolerate odors to allow care of patient, noxious odors, perfumes, and other body odors from wounds or skin conditions

Critical Thinking - Student should possess sufficient abilities in the areas of critical problem solving, reasoning, and assessment to be able to comprehend and process information in a timely manner. Student will be asked to prioritize, organize, and attend to tasks and responsibilities efficiently. This includes, but is not limited to:

1. Ability to collect and interpret data
2. Ability to prioritize multiple tasks, integrate information, and make decisions
3. Ability to research, identify, and understand professional publications
4. Ability to apply knowledge to the provision of occupational therapy
5. Ability to plan and implement treatment programs that are applicable and practical, and provide creative treatment alternatives
6. Ability to problem solve in order to act safely and ethically in the occupational therapy lab and clinic

Mathematical Skills - Student should demonstrate the ability to perform basic mathematical calculations. This includes, but is not limited to:

1. Calculate range of motion of a joint using a goniometer
2. Calculate strength of muscles using manual muscle testing grading scale
3. Calculate grip strength using a dynamometer
4. Calculate pinch strength using a pinchmeter
5. Determine amount of force to apply with exercise and/or other occupational therapy interventions
6. Ability to collect and interpret data relevant to documented therapy goals, assessment, and intervention

Additional Information - In order to be eligible for placement at a fieldwork education site, students admitted to the program will need to:

1. Obtain certification (health professional level) in cardiopulmonary resuscitation through approved course for health care providers.
2. Complete training on bloodborne pathogens.
3. Provide proof of health status, including but not limited to proof of MMR and chicken pox vaccination, hepatitis B vaccination (or signed waiver), current Tdap immunization, and current TB test.
4. Complete a criminal background check.
5. Complete other pre-clinical screenings as needed such as drug testing and fingerprinting.
6. Complete and provide all required documentation to the appointed facility.
7. Attain a grade of "C" or better in OTA 111 and/or OTA 112 at the time of scheduled Level I fieldwork experience.
8. Attain a grade of "C" or better in OTA 210 and/or OTA 211 at time of scheduled Level II fieldwork experience.

Students of the Occupational Therapy Assistant Program are required to certify that these Core Performance Standards have been provided to them. Individuals who believe they do not meet the Core Performance Standards requirements may request reasonable accommodation. It is the student's responsibility to contact Access Services (309) 694-5749. Reasonable accommodation is arranged through Access Services.

Revised: June 2021

Path to Practicing as a Competent, Entry-Level Generalist Occupational Therapy Assistant

OTA Student Educational Goals and Objectives

During the course of this program and by its completion, the student will:

- I. Develop a base of knowledge concerning occupational therapy domain and process, espouse occupational therapy code of ethics and College core values, and be familiar with various intervention approaches which will guide clinical reasoning and demonstrate professional behaviors. The student will be able to:
 - A. Define and explain occupational therapy and its role in health care.
 - B. Understand engagement in occupation and address the aspects of performance (cultural, personal, physical, social, temporal, and virtual) when providing treatment interventions.
 - C. Understand and demonstrate current evidenced-based practice occupational therapy intervention approaches.
 - D. Explain general relationship between occupation and outcomes of occupational therapy interventions.
 - E. Demonstrate professional behaviors with clients, interprofessional team members, and other key process partners in the community.
 - F. Demonstrate an understanding of typical human development and function.
- II. Be familiar with the occupational profile and analysis of occupational performance which comprise the evaluative process as appropriate for the occupational therapy assistant. The student will be able to:
 - A. Be familiar with diverse occupational therapy assessments currently utilized.
 - B. Demonstrate understanding that occupational therapy assistants need to establish competency under the supervision of an occupational therapist to participate in the occupational therapy process.
 - C. Explain how the occupational therapy assistant in collaboration with an occupational therapist considers performance skills, performance patterns, context, activity demands, and client factors during the occupational therapy process.
 - D. Recognize the need to establish a collaborative relationship with the client, caregiver, and interprofessional team throughout the entire occupational therapy process.
- III. Successfully participate as appropriate in the intervention process, which includes the intervention plan, intervention implementation and intervention review, and relate intervention to outcomes assessment. The student will be able to:
 - A. Contribute to the intervention process in collaboration with the client and occupational therapist in the areas of:
 1. occupation
 2. client factors
 3. performance skills
 4. performance patterns
 5. contexts and environments
 6. activity demands

- B. In collaboration with the occupational therapist and client, the occupational therapy assistant will develop an intervention plan which will integrate information from the evaluation process with theory, guidelines of practice, and evidence guided by clinical reasoning.
 - C. Participate in the intervention implementation as the skilled process of effecting change in the client's occupational performance leading to engagement in occupations or activities to support participation.
 - D. Develop skills related to types of occupational therapy interventions including therapeutic use of self, occupations and activities, preparatory methods and tasks, education and training, and advocacy.
 - E. Consistently demonstrate effective communication skills (written, oral, and nonverbal).
 - F. Participate in the review of the intervention process as well as progress towards planned outcomes.
 - G. Participate in the outcomes assessment process and program evaluation.
- IV. Develop skills related to management and leadership and assist in the management of occupational therapy services. The student will be able to:
- A. Recognize effective time management practices.
 - B. Anticipate and plan for effective utilization of space, supplies, and equipment.
 - C. Effectively participate and complete requirements in the supervisory process.
 - D. Comply with regulations for quality assurance, reimbursement and professional credentialing.
- V. Develop a lasting commitment to the profession of occupational therapy. As an advocate for the profession, the student will:
- A. Have confidence in the value of the occupational therapy assistant in the profession and be prepared to advocate for occupational therapy services.
 - B. Develop a concern for excellence by recognizing the needed participation in continued education and the contribution of clinical educators.
 - C. Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
 - D. Demonstrate an understanding of the role AOTA, NBCOT, ILOTA, and IDFPR have in maintaining the integrity of the profession.
 - E. Recognize the resources and requirements for lifelong learning and professional development.

OTA Program Student Rights and Responsibilities

The rights and responsibilities of all Illinois Central College students are described in detail in the *College Catalog* and the *Illinois Central College Student Rights & Responsibilities Handbook*.

The responsibilities of occupational therapy assistant students include:

- * Attending classes regularly and providing reasons for absences to faculty/Fieldwork Educators
- * Professional email etiquette is expected
- * Operating motor vehicles safely and legally
- * Appropriate use and care of equipment and facilities
- * Actions characterized by honesty. Contrary actions, such as plagiarism or giving unauthorized help on examinations, may result in disciplinary action ranging from a failing grade for the assignment or exam to dismissal from the College.
- * Refraining from:
 - giving false or misleading information to any College official or tampering with any College record;
 - possessing or taking any narcotic, stimulant, or drug except as prescribed by a physician;
 - giving, exchanging, or selling any drug to another person;
 - possessing or consuming any alcoholic beverage on campus;
 - giving, exchanging, or selling alcoholic beverages to another;
 - using the College name or emblem in an unauthorized or unseemly manner.

Students are responsible for knowing and abiding by all College regulations, together with federal, state, and local laws. These are enforced by appropriate civil, state, or College authorities. If students are in doubt about any particular matter, they should consult the Dean of Students.

OTA Program Policies and Procedures

Occupational therapy assistant students have additional rights and responsibilities because of the sensitive and confidential role they will be assuming during their educational process. These additional responsibilities include:

PERSONAL HONESTY/INTEGRITY AND PROFESSIONAL ETHICAL BEHAVIOR

Be aware, knowledgeable, and practice the AOTA 2020 *Occupational Therapy Code of Ethics* of the American Occupational Therapy Association, The American Journal of Occupational Therapy, 74 (suppl. 3) Bethesda, MD: AOTA Press 2020.

Be accountable for own actions. The student is to inform the faculty of any error or accident that occurred during Level I and Level II Fieldwork experiences.

Matters relating to academic honesty or contrary action such as cheating, plagiarizing, flagrant disruptiveness, unsafe practice in clinical assignments, or giving unauthorized help on assignments may result in an instructor giving a student a failing grade for the assignment and

also recommending the student be given a failing grade for the course and/or be subject to dismissal. Situations involving academic dishonesty as well as other situations which, in an instructor's opinion, might create problems should a student remain in a class or program are referred by the instructor to the appropriate Department Chair, who, after consulting with the appropriate Dean, also may recommend a failing grade for the course and/or suspension or dismissal. Concurrence by the consulted Dean and the Vice President of Student Services is necessary.

Serious violations of professional or ethical standards by a student may result in suspension or dismissal from a course or the program.

Discipline of a serious nature involving probation, suspension, or dismissal, which may be from the College or from an individual class, must be approved by the Vice President for Academic and Student Services.

MAINTAINING CONFIDENTIALITY

Discuss information related to clients in appropriate learning situations in classroom or conferences only.

Read records of assigned clients only. Students must obtain supervisor's permission to read records other than those of their assigned clients.

Refer to clients as the patient, client, consumer, or student in written assignments.

Student will participate in training for HIPAA. Attendance will be kept and a copy of student's attendance for HIPAA will be placed in student's file.

ELECTRONIC DEVICES USAGE

In Classroom/lab

Personal electronic devices, such as cell phones, smart gadgets, and pagers, laptop computers must be placed on silent mode during class time and must be turned off during testing.

If allowed by the instructor, personal electronic devices, such as cell phones, tablets, and laptop computers may be utilized during designated class time **for learning purposes** including taking notes, reviewing reference materials, charting data, etc.

If faculty member questions student use of an electronic device, the faculty member reserves the right to remove the device from student use. The device will be returned to the student at the conclusion of the session.

In Clinical Setting

Personal electronic devices such as cell phones (nonemergency), smart gadgets, and pagers, laptop computers use during assigned clinical is strictly prohibited.

VIDEO/AUDIO TAPING AND PHOTOGRAPHING

The student may not record the instructor or class content or take pictures of any program or fieldwork material or equipment without permission from the instructor. If permission is

granted, additional information will be obtained as well as consent. Violation of this policy may result in dismissal from the program. In situations in which a student has a specific need to record classroom content through Access Services, the accommodation will be followed, provided proper documentation is provided.

OTA LAB AND CLASSROOM ETIQUETTE

Food is not permitted in the classroom during didactic or laboratory activities; drinks are permitted. Food is allowed in the student lounge. Students are expected to participate with classroom and laboratory housekeeping duties as assigned. Instructor will clarify duties and responsibilities during the appropriate course. Cell phones are to be turned off and put away during class time. Students may check for messages during breaks.

DRESS POLICY

It is the belief of the OTA Program that to be socialized into the profession successfully, one must present themselves as a member of that profession. Students in the ICC OTA Program are required to dress in a manner demonstrating respect for the profession, consumers of services, and faculty and staff, including Fieldwork Educators. Attire should be consistent with the professional persona.

Classroom Dress Code

Grooming and personal cleanliness standards contribute to the professional image of the individual, program, and healthcare discipline. Without exception, students are expected to adhere to the dress policy during assigned clinical activities. Students may be permitted to wear otherwise specified attire as required by agency or department policy. No hats/head coverings with large brims are permitted during exams (baseball caps, etc.). Head coverings for religious, cultural reasons, or health/physical considerations are permitted.

Professional attire will be expected when student presentations are delivered. It is expected that students will demonstrate respect for their peers and instructors by wearing attire suitable for the material being presented. For example, during a skill competency, a student demonstrating transfer techniques should wear flat soled shoes (no flip flops) and an outfit that might be worn in a clinic, while a student presenting a case study, assignment, or project should dress in attire typical for a professional presentation.

Community-Based Learning Opportunity Dress Code

The guidelines above for classroom dress code should be followed when attending off-site learning experiences. Attire should not include words or images that might be offensive to others. Shoulders should be covered. Hats are not appropriate; head coverings for religious, cultural reasons, or health/physical considerations are permitted. Flip flops and open sandals are not acceptable footwear. If students expect to be practicing physical techniques, they should dress neatly in attire that allows physical movement and includes safe footwear. If a student will be touring a facility or listening to a lecture, attire should be neat and reflect that worn in daily classes. Instructors will advise if other clothing is necessary for specific events.

ATTENDANCE

Regular attendance at all classes, laboratory sessions, community-based learning opportunities, and clinical sessions is expected of all students. If pressing circumstances (illness, etc.) prevent you from attending session, email your instructors **before** class. If an

instructor cannot be reached; a message may be left on voice mail. Students **must** notify Fieldwork Educator instructor and faculty before the clinical sessions and be aware of make-up procedures.

Following any absence, it is the responsibility of the student to obtain notes and information from OTA course Blackboard site or other students and to contact the instructor about missed handouts, assignments, or tests. Make-up assignments for classroom work will be given at the discretion of the instructor. It is expected that students will arrive in the classroom at the designated time. Tardiness is disruptive to the learning process.

Level I and Level II Fieldwork Guidelines and Expectations

Remember that respectful and effective communication with all is the key!!!!

Email Expectations: If emails are not in accordance with submission expectations, the email will not be accepted. This could lead to a deduction in points regarding return of all documentation.

IMPORTANT:

1. SAVE each document as last name, date, and the name of the assignment
2. ATTACH document
3. Subject line should include name, date, and title of assignment
 - ❖ FWEd Contact Form: as its own email
 1. **Submitted Day One** of FW placement
 2. Save and attach document following email expectations
 3. Subject line should include: student last name, FWED verification form
 4. CC copy to Professor Hohstadt (AFWC)
 - ❖ SOAP Notes, Self Assessment and *FW Time Sheet *(Level II)
 1. All SOAP notes must be submitted as an attached Word document.
 2. NO jpg files. Items must be scanned.
 3. The **subject line AND attachment** should include last name, date, SOAP 1
Ex. Name, 3/20/18, SOAP 1
 - ❖ Self-Assessments
 1. Emailed as an attachment Ex. Name, 3/20/18, Self Assessment

GENERAL GUIDELINES AND EXPECTATIONS:

- Use the Student FW Handbook as a resource.
- Do NOT wait to contact ICC OTA faculty if questions, problems, concerns or accomplishments arise.
- If you are absent from FW, you must notify **BOTH** ICC OTA faculty & FWEd ASAP.
- Share with FWEd all college assignments and expectations Day One.
- **Do not delay** getting started on these assignments.
- Check college email and Blackboard twice a day for announcements or discussion board posts.

ATTENDANCE

Regular attendance to fieldwork dates is expected. If pressing circumstances (illness, etc.) prevent you from attending, email assigned and fieldwork educator before start time. Missed time will be made up. Students are expected to work same hours as fieldwork educator including holidays and weekends as appropriate.

TRANSPORTATION/TRAVEL

Students are responsible for their own transportation to and from classes and clinical sites. Although individual student needs will be considered, there is no implied guarantee that they will be taken into account in clinical placement.

Students may be required to travel 1-2 hours one way to all fieldwork experiences. Students are expected to access reliable transportation and are responsible for their own transportation fees, such as gasoline and parking.

DRESS POLICY

It is the belief of the OTA Program that to be socialized into the profession successfully, one must present oneself as a member of that profession. Students in the ICC OTA Program are required to dress in a manner demonstrating respect for the profession, consumers of services, and faculty and staff, including clinical supervisors. Attire should be consistent with the professional persona.

Fieldwork Dress Code

Although some sites will require students to wear scrubs, in most situations, students will be required to dress in casual slacks/skirt, a modest shirt that does not reveal cleavage or bare midriff upon movement, and flat-soled, comfortable shoes. Flip flops and open sandals are not acceptable footwear. Clothing may not be excessively revealing, distracting, or provocative. Attire should not include words or images that might be offensive to others. Tank tops or "spaghetti strap" tops are not acceptable (shoulders should be covered). Tattoos and body piercings, other than earrings, should not be visible. Jewelry should be modest and not interfere with hands-on interaction. Hats are not appropriate; head coverings for religious, cultural reasons, or health/physical considerations are permitted. Students should strictly adhere to the dress code policies at their fieldwork sites, no exceptions.

FIELDWORK EVALUATIONS AND SUMMARY EVALUATION OF FACILITY

Fieldwork evaluations are completed at the midpoint and end of each fieldwork assignment. These are completed by clinical supervisors and clinical staff using an established electronic Fieldwork Performance Evaluation. These reports will be discussed with each student by the supervising therapist. Students' evaluation of facility are completed at conclusion of each student's Level I and Level II experience. A Midterm Student Agency Evaluation will also be completed.

LIABILITY INSURANCE

The College provides liability insurance coverage for students enrolled in clinical education courses. The cost is covered under Health Careers fees.

BEING FULLY PREPARED TO FUNCTION IN FIELDWORK EXPERIENCE

Follow policies, procedures, and student fieldwork guidelines of the fieldwork site. Be punctual reporting to assigned fieldwork setting.

Be prepared to provide safe and competent care to assigned clients. Students whose behavior indicates lack of preparation or unsafe practice will require a formal meeting of faculty and fieldwork educator and may lead to a dismissal from the fieldwork site.

Notify fieldwork educator and a faculty of absence prior to scheduled clinical practicum session.

Violations of any of these responsibilities may subject the student to disciplinary sanctions in accordance with the procedure in the *ICC Student Rights & Responsibilities Handbook*.

Matters relating to academic honesty or contrary action such as cheating, plagiarizing, flagrant disruptiveness, unsafe practice in clinical assignments, or giving unauthorized help on assignments may result in an instructor giving a student a failing grade for the assignment and also recommending the student be given a failing grade for the course and/or be subject to dismissal. Situations involving academic dishonesty as well as other situations which, in an instructor's opinion, might create problems should a student remain in a class or program are referred by the instructor to the appropriate Department Chair, who, after consulting with the appropriate Dean, also may recommend a failing grade for the course and/or suspension or dismissal. Concurrence by the consulted Dean and the Vice President of Student Success is necessary.

Serious violations of professional or ethical standards by a student may result in suspension or dismissal from a course or the program.

Discipline of a serious nature involving probation, suspension, or dismissal, which may be from the College or from an individual class, must be approved by the Vice President of Student Success.

BEHAVIORAL OBJECTIVES OF THE FIELDWORK EXPERIENCES

Upon completion of the fieldwork experience, the student will be able to:

1. Apply OT theory in various OT clinical areas under supervision.
2. Demonstrate an understanding of OT through observation, participation, and discussion.
3. Apply knowledge of human growth and development, personality development, and learning theory.
4. Develop client-centered long- and short-term goals related to maintenance of independent living/daily living skills; and assist the OTR with the development of long- and short-term goals related to the remediation of independent living/daily living skills, and range of motion, gross and fine motor coordination, strength and endurance, sensory awareness, body integration, cognitive and psychosocial behavior.
5. Demonstrate competency in planning and carrying out both individual and/or group interventions.
6. Demonstrate skill in selecting various media for effective intervention.
7. Demonstrate skill in maintaining appropriate interpersonal relationships with members of the interprofessional team.

8. Demonstrate skill in selecting and utilizing therapeutic techniques appropriate to the clinical setting.
9. Demonstrate proficiency in oral and written reporting and recording of client behavior.
10. Practice proper safety measures and precautions.
11. Participate in clinics, team meetings, in-service meetings and other planning sessions.
12. Demonstrate ability to function within the organizational and administrative structure of the clinical facility.
13. Fulfill other assigned duties within the scope of a student fieldwork experience.

FIELDWORK BEHAVIORS/RESPONSIBILITIES

Use of cell phones, smoking, food, or drinks are to be in accordance with site policies.

Students are responsible for being able to carry out learned procedures. Such procedures are to be carried out under the direction and supervision of the faculty supervisor or the fieldwork educator. If a student is asked to carry out a procedure for which they have no instruction or practice, it is the responsibility of the student to notify the fieldwork educator of this fact.

FIELDWORK SITE INCIDENT REPORTS

The student is required to complete and submit to the faculty supervisor a copy of any incident report when client/patient safety is potentially breached during clinical assignment. The potential breach in safety may occur in situations such as transfers or implementing client activities.

The faculty supervisors will meet with any student who has an incident report during any given semester. The student must come prepared to present plans for future error prevention and performance improvement. The faculty along with fieldwork educators shall respond appropriately depending on the seriousness of the incident and the student's presentation. Consequences will be based upon severity of incident and may include immediate termination of site placement.

International Fieldwork Policy and Procedure Statement

Fieldwork Supervised Outside the United States - An ICC OTA Program Level II international fieldwork placement will only be considered for the student's final semester and final Level II placement. It would take place during the OTA 213 the Adult Physical Disability rotation after the successful completion of all didactic coursework.

If an ICC OTA student desires to complete Level II FW outside of the United States, they must adhere to the following expectations.

The student will:

1. Complete the International Fieldwork Request of Interest form and submit it to the AFWC within the first four weeks of their first semester of their start of the ICC OTA program. This form is provided in the ICC OTA student handbook provided to the students at freshman orientation.
2. Meet with OTA Program Director, AFWC and Health Career Dean to begin discussion of all mandates, policies and expectations.

3. Be expected to meet all ICC health requirements as well as any additional health demands appropriate to the proposed area of travel. Any mandated health expectations will be at the expense of the student. All travel costs, housing costs, communication efforts and safety awareness or concerns are the responsibility of the student.
4. Investigate international FW agency opportunities within the first eight weeks of the first semester of their start of the ICC OTA program. Once identified, student will complete international update form and meet with AFWC to provide contact information of any identified sties.
5. Complete all required academic requirements of ICC and the cooperating FW site.

The AFWC will:

1. Initiate use of the international communication log to investigate the appropriateness of identified site and will use this log as an ongoing document throughout each phase of the student's FW experience.
2. Contact appropriate personnel (site coordinator, OT practitioner, FWEd) of the identified agency and document each contact session.
3. Approve the site and FWEd as appropriate via WFOT and ACOTE mandates.
4. Secure contract of agreement between site and ICC.
5. Collect credentials of FWEd.
6. Collaborate with FWEd to establish site specific learning objective.
7. Send FWEd Handbook and student FW packet to include all information relevant to the placement.
8. Communicate with ICC OTA student and FWEd throughout placement via email and/or other virtual methods.

FACULTY APPOINTMENTS, ACADEMIC ADVISEMENT & PROFESSIONAL DEVELOPMENT

The OTA faculty want to help you succeed in your studies at ICC. If the problem is in an area beyond their expertise, faculty will direct you to an appropriate college service that can assist you. Appointments should be made with individual faculty members or through the Health Careers Department Administrative Assistant in Cedar Hall. Each faculty member has office hours posted.

Advisement and tentative course selection for the spring semester will be done late in the fall semester, usually at a time when the entire class is assembled. Similarly, advisement and course selection for the summer and fall semesters will be done in the spring semester. Specific times for academic advisement and course enrollment will be announced.

Professional Development begins upon admission to the Occupational Therapy Assistant Program. Students will be given the *OTA Program Professional Development Portfolio Assignment* during program orientation. The culmination of this project is completed in the final semester of the program.

Professional Development formal consultation will be held in the student's second and third semesters and during fieldwork courses. Students will be assigned a program faculty member

who will facilitate assessment of professional behaviors and goal setting to address areas of growth opportunity. Students will be responsible for scheduling appointments with assigned faculty.

REFERENCE REQUEST OF ICC OTA PROGRAM FACULTY

The student must initiate the request of reference verbally to each prospective faculty member. Once agreed that a reference will be granted, the student will complete Release of Information form for each faculty member. The Release of Information form will be completed in its entirety by student and signed with date of completion.

Grade Requirements

The following grading scale is generally used in occupational therapy courses:

Course OTA 110, 111, 112, 114, 210, 211, 212, 213, 220, 255		
93.0 - 100	= A	A Satisfactory grade of C or greater is required for Level I and Level II rotations OTA 111, 112, 212, 213.
85.0 - 92.9	= B	
77.0 - 84.9	= C	
69.0 - 76.9	= D	
Below 69	= F	

A student must attain a grade of C or higher in **each** OTA course and all general requirements in order to remain in the program. An overall average of 2.0 is required for graduation. No grades achieved in OTA courses will be rounded up.

In the fieldwork courses, grades are determined from established course/seminar assignments. Fieldwork performance is determined by a numeric scale that results in a satisfactory or unsatisfactory rating. A student must receive a satisfactory performance and a grade of C or better on all class or seminar assignments to pass the OTA corresponding course. An unsatisfactory rating will result in the failure of that course.

Assignments, Presentations, and Projects

Will include but not be limited to...

Written Assignments:

- All papers must be typed and size 12 font.
- Length of paper will vary depending on specific topic.
- Assignment should be organized, logical and on topic.
- Spelling, grammar and accurate sentence structure is required.
- If indicated, information should be appropriately cited and/or summarized.
- APA format is required for formal papers, reference pages and internal citing.
- Learning Lab appointments are expected to be completed

- Follow email procedures for submission of work via email; only Word and PowerPoint
 - ❖ Save your assignment with your name, date, assignment
Ex. Hohstadt, 8/14/17, Research Paper
 - ❖ Subject line of email should read as: name, date, assignment
Ex. Hohstadt, 8/14/17, Research Paper
 - ❖ If emails are not in accordance with submission expectations, the email will not be accepted. This could lead to a deduction in total points for assignment.

Oral Presentations:

- Length of presentation will vary depending on specific topic.
- Student is expected to stay within the time range assigned.
- Content should be organized, clear, and include Q&A session.
- Oral presentation should not be read, but a summary of information.
- Written documentation may be expected at the time of presentation.
- Student should speak clearly with appropriate volume and **NO GUM**.
- Professional appearance/dress is expected for presentation.

Projects:

- Group projects will include team input forms.
- Collaboration, cooperation and final product will be reviewed.
- Projects will be graded as a whole, unless otherwise indicated.
- Project evaluation may include peer review, critique and scoring.
- Projects may include written and/or oral presentation components.

Tests and Examinations

Tests are announced in advance. If a student must be absent on the day of a test, the student must contact the instructor prior to the test to explain the reason for absence. Make-up tests are given at the discretion of the instructor, and the test may be different from the one taken by other students. Students coming late to class when a test is in progress may be allowed to take the test but may not be given additional time. Unannounced quizzes may be given in any class, laboratory, or fieldwork session; make-up is rarely possible. Examination seating will be arranged by instructor. Test should be taken in pencil. No cell phones or personal items will be allowed at desk. Personal items will be placed in the designated area in classroom.

When a student receives an examination grade that does not meet the program requirement of "C" or is below 77%, the student will be required to repeat the *OTA Program Exam Remediation Form* as a method of remediation.

Exam Remediation Process

Students with a test score below 77.0% will be required to complete the OTA program Exam Remediation Form for the content on that specific exam and complete a follow-up appointment with the course instructor. If test remediation appointment with the instructor does not occur before the next exam, student will not be allowed to sit for the exam and will receive late testing deduction.

Missed Exam Policy

First missed test no deduction; second missed test will receive a 5 point deduction off the test grade; third missed test will receive a 10 point deduction off the test grade; fourth missed test will receive a 15 point deduction off the test grade; fifth missed test will receive a 20 point deduction off the test grade; sixth missed test will receive a 25 point deduction off the test grade; seventh missed test will receive a 0 for the final test grade.

Student Improvement Process

When a student has repeated incidents of unsatisfactory or unacceptable practice, or unprofessional or unacceptable conduct in the laboratory, classroom, or fieldwork setting, the following procedure will be used:

1. The incidents will be documented by the instructor or Fieldwork Educator.
2. The student will meet with the involved faculty member. The "Student Remediation Contract" form will be used to document the meeting, and the student will sign and be given a copy of the completed form.
3. If the student does not show improvement according to the above signed document, the problem will be reviewed with the student again, with the involved faculty member and the Program Director present. Continued failure to comply with the conditions set forth in these discussions and documented on the form may result in an unsatisfactory grade and dismissal from the program.

Student Remediation Contract

DATE: _____

Description of Incident/Situation/Concern:

Opportunity for Improvements:

Student Generated Action Plan for Success:

Faculty signature	Date
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Elective Course or Program Withdrawal by Student

When necessary to withdraw from a class or classes, the student may do so at any time until 75% of the class has elapsed. Withdrawals are accepted online, by mail, fax, or in person at the ICC East Peoria, Peoria, or Pekin Campuses.

All students are financially responsible for tuition and fees for classes that they enroll into during a semester. However, if the withdrawal occurs on or before the refund date listed on the class schedule, the student may be entitled to a refund of tuition. Students who are given a failing grade on an assignment for Academic Misconduct will not be allowed to withdraw from that course without instructor permission. Student who are given a failing grade in the course for Academic Misconduct will not be allowed to withdraw from the course. Illinois Central College reserves the right to reinstate individuals who are withdrawn in these situations.

Late withdrawal may be permitted in extenuating circumstances, prior to final exam, upon the recommendation of the course instructor and with the approval of the Program Director and Dean/Associate Dean.

Students withdrawing from the program are urged to meet with the Program Director prior to withdrawing to explore opportunities for success and discuss options for readmission. Students who withdraw are expected to complete the "Student Resignation Statement" (see Appendix) and submit it to the Program Director.

Readmission Policy

A student who has withdrawn from the program or has failed a program course(s) after the first semester may request readmission to the program one time, with the readmission occurring within one year. A written request for readmission must be initiated through the Program Director. A student who has failed a first semester (OTA) course must complete the application process. A student who has failed a (OTA) course beyond the first semester (academic or clinical) may be readmitted only once during the entire (OTA) program. Readmission is based on a space available basis provided that student has an overall college GPA of 2.00 or higher, and is not guaranteed in any semester. Repeating a program academic course also requires repeating the corresponding clinical course.

The student seeking readmission within one year will be required to demonstrate retention of previously learned skills and knowledge (through the semester the student had successfully completed). This included one of the following options:

Enrollment in OTA 255 an Independent Study Course (during the semester prior to the semester that the student was unsuccessful) with the requirement of completion of all assignments and exams corresponding to the course in which the student was unsuccessful with an overall composite score of 77% or better.

The student must follow the readmission policy of the College and the OTA Program. A readmitted student will be subject to policies, procedures, and curriculum that are current at the time of readmission and must have a completed physical examination form including verification of immunization on file before attending lab activities and clinical experience. It is the student's responsibility to assure that all health requirements are met. In addition, a current criminal background check and drug screen will be required.

OTA Program Progression

A student must attain a grade of a "C" (77.0%) or higher in each OTA course in order to progress through the program. In those courses with a patient skills component, the student must pass each practical exam, which includes meeting all critical safety elements and a score of at least 77.0%.

To allow progression to clinical courses, the student must have at least a 77.0% by the start of the first day of OTA 111 Level I Fieldwork and a 77.0% or higher grade in all other concurrent OTA courses. If a student has a "D" or "F" grade (<76.9%) at the start of the fieldwork the student will not be allowed to continue to the subsequent fieldwork experience resulting in the inability to progress in the OTA program. As stated, the OTA student must complete the embedded fieldwork with a satisfactory rating to pass the entire OTA 111 and OTA 112 course.

Fieldwork

For clinical courses, the student must attain a "77.0% minimum score" to pass the experience and progress through the program.

Completion of ICC OTA Program Graduation Requirements

In accordance with Standard A.4.7. the students must complete all Level II fieldwork within 18 months following completion of the didactic portion of the program.

To remain in and graduate from the program the student must receive a letter grade of "C" or better in all OTA and general education courses. Student will successfully complete the both Level I and both Level II fieldwork rotations with a satisfactory rating **AND** a "C" or better in the related didactic coursework to progress in the program.

If a student is unsuccessful in a Level I FW placement, the entire course will be repeated. Level I is embedded in both OTA 111 (first semester of OTA program) and OTA 112 (second semester of OTA program). Satisfactory performance of Level I fieldwork is required to PASS the entire related course.

If a student is unsuccessful in a Level II FW placement, the entire course will be repeated. Level II FW placement courses are completed in eight-week blocks. OTA 212 is completed the second eight-weeks of the first semester of the sophomore year. OTA 213 is completed the final eight-weeks of the program's final semester. Satisfactory performance in Level II fieldwork placement is required to PASS the entire OTA 212 and OTA 213 course.

* If unsuccessful in either a Level I or Level II FW rotation, the student will not be allowed to progress in the program at that time.

* Re-entry to OTA program will be contingent on discretion of the program director, class enrollment, and fieldwork availability.

* Students will only be allowed to repeat course and fieldwork one time.

Graduation

The student must fulfill the graduation requirements of the Associate in Applied Science Degree. The student is responsible for knowing the current requirements defined in the

College Catalog and is responsible for submitting a Petition for Graduation during the **next -to -last semester of study** and to verify all graduation requirements are completed.

OTA Program Graduation Checklist

Associate in Applied Science Degree:

Occupational Therapy Assistant

Minimum Hours Required **66-67**

Student: _____

ID#: _____

GENERAL EDUCATION REQUIREMENTS

	SEM HRS.	SEM. HRS. COMPLETED	CURRENTLY ENROLLED	NEED TO COMPLETE	SUBSTITUTION/ WAIVER
<u>English</u>					
ENGL 110	3				
COMM 110	3				
<u>Social Science</u>					
PSY 110	3				
SUBTOTAL	9				
<u>Math and/or Laboratory Science</u>					
Math or Science Elective	3 to 4				
BIOL 140	4				
SUBTOTAL	7-8				
<u>Humanities</u>					
Elective	3				
SUBTOTAL	3				
<u>Program Requirements</u>					
**Occupational Therapy Assistant Requirements					
*OTA 110	4				
*OTA 111	4				
*OTA 112	4				
*OTA 114	4				
*OTA 118	4				
*OTA 210	4				
*OTA 211	4				
*OTA 212	5				
*OTA 213	5				
*OTA 220	3				
SUBTOTAL	41				
<u>Other Requirements</u>					
CHILD 120 or	3				
PSY 202					
HEOCC 200	3				
SUBTOTAL	6				
<p>*Students must attain a (C) grade or higher in each asterisked course.</p> <p>**If substitution/waiver is necessary for a program requirement, complete appropriate form and submit.</p>					
SIGNED: _____		DATE: _____			
PROGRAM DIRECTOR					

ILLINOIS CENTRAL COLLEGE

OTA Program Release of Information Form

I, _____, give my consent to allow

OTA Student/Graduate Name (Print)

Occupational Therapy Assistant Program faculty identified below, at Illinois Central College to release in writing, electronically or verbally, information regarding my performance while enrolled in the Occupational Therapy Assistant Program at Illinois Central College. This information may include Academic Standing, Fieldwork Performance and Professional Behaviors.

☐ Jennifer Haines, MS, OTR/L

☐ Beth Howley, AAS, COTA/L

☐ Kristin Junge, MSOT, OTR/L

☐ Kari Palanos, BS, COTA/L

☐ Lindsay Vance, BS, COTA/L

I understand this document is valid until I request removal of consent in writing.

OTA Student/Graduate Signature

Date

SECTION 4:

PROGRAM CURRICULUM DESIGN AND REQUIREMENTS

Curriculum Threads and Course Sequence

OTA Program Curriculum Checklist

Recommended Course Sequence

Academic Progression

**Illinois Central College
Occupational Therapy Assistant Program**

Curriculum Threads and Course Sequence

The Illinois Central College OTA Program embraces and emphasizes the model of adult learning which is learner-centered. Knowles, Holton and Swanson established six assumptions of the art and science of educating adults in practice. These are: 1) learner's need to know, which addresses the why, what and how of learning; 2) self-concept of the learner, which is their autonomous and self-directing nature; 3) prior experience of the learner, which reflects the resources and mentally developed models they already have; 4) readiness to learn, which is highly life related and a developmental task; 5) orientation to learning, emphasizing the problem-centered approach and context of adult learner; and 6) motivation to learn, clearly reflecting the intrinsic value and personal payoff to the adult learner.

The assumptions, models, and theories discussed in the Illinois Central College (ICC) OTA Program Curriculum Design document further illustrate the structured themes that have been identified and provide the program faculty with a firm scaffolding for the selection, content, scope, and sequencing of the coursework. OTA Program faculty incorporate these threads and competencies into the areas of curriculum design and instruction to facilitate the development of student self-directed learning through dynamic learning opportunities in the classroom, lab, community and while on fieldwork. Reflecting on the six assumptions described by Knowles, Holton and Swanson, OTA Program faculty have identified five significant threads that are essential for competent, entry-level practice as a generalist occupational therapy assistant. These threads are integral parts of the curriculum design and include:

1. **Clinical Reasoning:** Students are equipped with the knowledge and skill sets to apply the steps of the OT process. Students are then required to describe their thought process and approach to solving problems in planning and implementing therapeutic interventions. They are provided with resources throughout the program to develop appropriate treatment plans/interventions. Students are further challenged with demonstration of their therapeutic approaches and techniques to support effective documentation of service delivery.
2. **Communication:** OTA Program faculty recognize that exemplary verbal, non-verbal and written communication skills are required for the entry-level generalist to be successful in practice with culturally diverse populations across the lifespan. Students are introduced to the principles of effective communication, active listening, therapeutic use of self and written documentation in a variety of settings during their first year. Second year, effective communication and documentation are reinforced and demonstrated in classroom, lab and fieldwork settings. Students are expected to engage in multiple group activities and projects in which community partners are involved. This includes but not limited to Health Career faculty and students, clients, community agencies, Fieldwork educators and interprofessional team members. Second year students are introduced to emotional competence, negotiation skills and effective conflict resolution strategies.

3. **Evidence-Based Research and Practice:** Students are introduced to the concept of identifying and applying credible research throughout the program. First year, students are introduced to the Embedded Librarian feature exposing them to scientific databases, scholarly reports, peer reviewed journal articles and credible literature reviews. Students are expected to complete a minimum of four scholarly activities using professional literature and demonstrating the ability to read and apply scholarly reports. Second year, students are expected to incorporate their scholarly research into their intervention assignments, lab activities, FW experiences and in the implementation of a Program Development Service Learning Project.
4. **Experiential Learning:** The student's previous life experiences provide a foundation for their approach to professional interactions in the classroom and lab environments. The adult learner is provided the opportunity to incorporate and build on their wealth of knowledge and lived experiences. Students participate in early immersion learning experiences, where they are provided the opportunity to plan, implement, assess outcomes and interact with a variety of community partners and diverse populations. First-year students engage in simulation activities to demonstrate competence in a variety of assessment and intervention procedures relevant to course sequence. First-year students plan and implement individual and group interventions populations across the lifespan within the classroom lab and community environments. Second-year students engage in simulation activities to demonstrate competence in a variety of assessment and intervention procedures relevant to course sequence and Level II Fieldwork placements. Second-year students are given the opportunity to assess and implement intervention activities with key process partners in the community.
5. **Professionalism:** Students complete an introductory letter to OTA Program Faculty upon orientation to the program, which serves as a basis for their future fieldwork letter of introduction establishing a baseline for professional communication and presentation. Students are provided with specific expectations and rubrics throughout the program for professional oral and written communication for course assignments and community-based learning opportunities. First- and second-year students complete the process of OTA Program Professional Development Assessment and Review including identifying opportunities for personal and professional growth and then establishing individualized goals and action plans with OTA Program Faculty.

General academic coursework is integrated within the OTA Program's program courses. The Occupational Therapy Assistant Program Curriculum Threads are embedded throughout the OTA course content, sequence and scope.

FIRST YEAR:

Prior to First Semester

OTA 100 Introduction to OTA (Advised to complete summer semester prior to fall start)
BIOL 140 Human Anatomy & Physiology (Advised to complete summer semester prior to fall start)

First Semester

OTA 110 Foundations for the Occupational Therapy Assistant
OTA 111 Occupational Therapy Process for Individuals and Groups
OTA 118 Applications of Anatomy and Kinesiology in the Occupational Therapy Process

Second Semester

PSY 110 Introduction to Psychology
HEOCC 200 Disease Processes in Man
OTA 112 Mental Health and Function Across the Lifespan
OTA 114 Task Analysis, Assistive Technology and Therapeutic Media for the Occupational Therapy Assistant

Summer Semester

CHILD 120 Growth and Development of the Young Child
OR
PSY 202 Child and Adolescent Development
COMM 110 Introduction to Communication: Presentation and Theory
Math or Lab Science selected from designated approved listing

SECOND YEAR:

First Semester

ENGL 110 Composition I (first 8-week course if possible)
OTA 210 Occupational Therapy Process and Interventions in Pediatrics
OTA 212 Occupational Therapy Assistant Level II Fieldwork-Pediatrics

Second Semester

Humanities selected from designated approved listing (first 8-week course if possible)
OTA 211 Occupational Therapy Process and Interventions for Physical Dysfunction
OTA 220 Management and Administration for the OTA
OTA 213 Occupational Therapy Assistant Level II Fieldwork-Physical Dysfunction

FIRST YEAR:

OTA 100: FOUNDATIONS FOR THE OCCUPATIONAL THERAPY ASSISTANT

This course is designed to introduce students to the occupational therapy profession and the role of the occupational therapy assistant as a member of an interprofessional team of health care professionals. Key concepts such as occupation, therapeutic use of self, activity analysis, assistive technology, a client-centered approach to treatment and professional behaviors will be introduced. Basic occupational therapy assessments and interventions for geriatric, mental health, pediatric and physical dysfunction practice settings will be introduced and discussed.

OTA 110: FOUNDATIONS FOR THE OCCUPATIONAL THERAPY ASSISTANT

This course provides an introduction to the healthcare discipline of occupational therapy, including its history, philosophy, theory, ethical standards, safety of self and others, evidenced-based research and practice, cultural diversity and role delineation within the occupational therapy process and the Practice Framework. A broad overview of the relationship of cognitive, physical and psychosocial health and disease will be presented, along with a focus on occupational performance, documentation and the Practice Framework for the occupational therapy assistant.

Primary Threads: Communication, Evidence-Based Research and Practice, Professionalism

OTA 111: OCCUPATIONAL THERAPY PROCESS FOR INDIVIDUALS AND GROUPS

This course addresses the fundamental concepts of occupational therapy for individuals and groups. Occupational therapy assessments and interventions, group development and group dynamics to support occupational performance, participation, and well-being across the lifespan with a primary focus on the aging process. Level I fieldwork experience is completed.

Primary Threads: Clinical Reasoning, Communication, Evidenced-Based Research and Practice, Experiential Learning, Professionalism

OTA 112: MENTAL HEALTH AND FUNCTION ACROSS THE LIFESPAN

This course provides a basic understanding of mental health conditions and behaviors across the lifespan. The principles of the occupational therapy process, assessment and interventions are discussed. Level I fieldwork experience with a psychosocial emphasis is completed.

Primary Threads: Clinical Reasoning, Communication, Evidence-Based Research and Practice, Experiential Learning, Professionalism

OTA 114: TASK ANALYSIS, ASSISTIVE TECHNOLOGY AND THERAPEUTIC MEDIA FOR THE OTA

In this course, the occupational therapy process including assessment and intervention

implementation will be examined through task analysis, gradation of activities, and adaptation through the use of assistive technology and therapeutic media and interventions to promote occupational performance across the lifespan.

Primary Threads: Clinical Reasoning, Communication, Evidence-Based Research and Practice, Experiential Learning, Professionalism

OTA 118: APPLICATIONS OF ANATOMY AND KINESIOLOGY IN THE OCCUPATIONAL THERAPY PROCESS

In this course, body structures and functions of the neuromusculoskeletal system will be examined in relation to performance in areas of occupation across the lifespan. Training in techniques to enhance functional mobility, wheelchair management and mobility devices will be examined. Analysis of activities of daily living (ADLs) and instrumental activities of daily living (IADLs) tasks and their upper extremity activity demands including joint range of motion, muscle strength, gross motor coordination, fine motor coordination, rip and pinch strength, and prehension and grasp patterns will be emphasized. Functional mobility, physical transfers, upper and lower extremity joint range of motion, goniometry, and manual muscle testing competencies are directly assessed. Therapeutic exercise and its relationship to performance skills and occupations will be examined. Documentation of occupational therapy service provision to ensure accountability will be reinforced.

Primary Threads: Clinical Reasoning, Communication, Experiential Learning, Professionalism

SECOND YEAR:

OTA 210: OCCUPATIONAL THERAPY PROCESS AND INTERVENTIONS IN PEDIATRICS

This course applies the occupational therapy process in traditional and emerging pediatric practice settings. Occupational therapy assessments and interventions addressing behavioral, cognitive, neuromuscular, orthopedic, perceptual, physical, sensory impairments and other health conditions found in the pediatric population will be the primary focus.

Primary Threads: Clinical Reasoning, Communication, Evidence-Based Research and Practice, Experiential Learning, Professionalism

OTA 212: OCCUPATIONAL THERAPY ASSISTANT LEVEL II FIELDWORK-PEDIATRICS

This course provides an off-site, clinical fieldwork experience with an emphasis on pediatric assessment and intervention. Concentrated focus on the cognitive, developmental, physical, psychological and social factors that influence engagement in occupation with the pediatric population. Students are provided an in-depth learning opportunity to experience delivering occupational therapy services to individuals and groups, focusing on application of purposeful and meaning occupation. Level II fieldwork experience is completed.

Primary Threads: Clinical Reasoning, Communication, Evidence-Based Research and Practice, Experiential Learning, Professionalism

OTA 211: OCCUPATIONAL THERAPY PROCESS AND INTERVENTIONS FOR PHYSICAL DYSFUNCTION

This course applies the occupational therapy process in the assessment and intervention of individuals with physical dysfunction across the lifespan. The process of assessment and interventions addressing cognitive, neuromuscular, orthopedic, perceptual, physical, and

sensory impairments and other health conditions in traditional or emerging physical dysfunction practice settings will be the primary focus.

Primary Threads: Clinical Reasoning, Communication, Evidence-Based Research and Practice, Experiential Learning, Professionalism

OTA 213: OCCUPATIONAL THERAPY ASSISTANT LEVEL II FIELDWORK-PHYSICAL DYSFUNCTION

This course provides an off-site, clinical fieldwork experience with an emphasis on assessment and intervention for physical dysfunction. Concentrated focus on the cognitive, physical, psychological and social factors that influence engagement in occupation of individuals or groups with physical dysfunction. Students are provided an in-depth learning opportunity to experience delivering occupational therapy services to individuals and groups, focusing on application of purposeful and meaning occupation. Level II fieldwork experience is completed.

Primary Threads: Clinical Reasoning, Communication, Evidence-Based Research and Practice, Experiential Learning, Professionalism

OTA 220: MANAGEMENT AND ADMINISTRATION FOR THE OTA

This course introduces program development, marketing, management, promotion and advocacy for occupational therapy service delivery. Concentrated focus on leadership, professional behaviors, and interprofessional team collaboration. This course includes a service-learning project with key process partners from within the community.

Primary Threads: Clinical Reasoning, Communication, Evidence-Based Research and Practice, Experiential Learning, Professionalism

HLTH 255: INDEPENDENT STUDY

This course provides the opportunity to work on a technical project, research, or other specialized study related to individual academic needs. A written plan for the independent study project is developed with a faculty member (including a detailed description of the study project, the number of credit hours assigned to it, the evaluative criteria to be used, and other relevant matters). The project is carried out under the periodic direction of the faculty member. The written plan is submitted to the dean/associate dean for approval and remains on file within the department. A final written report is submitted to the faculty member by the student.

This course provides the student an opportunity to work independently on a project, research, or other specialized plan of study designed to meet individual student academic learning needs. A written plan for the independent study (including a detailed description of the project, learning outcomes, learning project, activities, and/or assignments, number of credit hours assigned for lecture, lab or clinical, timeline/deadlines, evaluative criteria, grading rubrics, and other relevant course information) is developed collaboratively between student and specific health career discipline/program faculty. The prior approval, and the plan, along with final summary is to remain on file within the academic department and student academic record. This independent study requires supervision of faculty to include periodic scheduled conferencing, assessment of student learning, and evaluation of achievement. Repeatable, up to a

maximum of five semester hours of course credit, and allows three to fifteen laboratory hours per week.

**ILLINOIS CENTRAL COLLEGE
HEALTH CAREERS & PUBLIC SERVICES
OCCUPATIONAL THERAPY ASSISTANT CURRICULUM CHECK LIST 2022**

Name:

ICC#

GENERAL ACADEMIC REQUIREMENTS: 66.5-67.5 Total

Course	Title	Sem/Year	Grade
BIOL 140	Human Anatomy and Physiology	4	
PSY 110	Introduction to Psychology	3	
CHILD 120	Human Growth and Development or PSY 202	3	
ENGL 110	Composition	3	
COMM 110	Speech as a Communicative Process	3	
HEOCC 200	Disease Process in Man	3	
	Humanities (approved)	3	
	Mathematics (approved)		
	or		
	Lab Science (approved)	3-4	
OTA 100	Introduction to Occupational Therapy Assistant	0.5	

PROGRAM REQUIREMENTS: (Courses only to be taken with Acceptance Status)

Course	Title	Sem/Year	Grade
OTA 110	Foundations of Occupational Therapy Assistant	4	Fall 2022
OTA 111	OT Process for Individuals and Groups	4	Fall 2022
OTA 118	App. of Anatomy and Kinesiology in OT Process	4	Fall 2022
OTA 112	Mental Health and Function Across the Lifespan	4	Spring 2023
OTA 114	Task Analysis, Assistive Tech. & Therapeutic Media	4	Spring 2023
OTA 210	OT Process and Interventions in Pediatrics	4	Fall 2023
OTA 212	Occupational Therapy Assistant FW-Pediatrics	5	Fall 2023
OTA 211	OT Process and Interventions for Physical Dysfunction	4	Spring 2024
OTA 213	Occupational Therapy Assistant FW-Physical Dysfunc	5	Spring 2024
OTA 220	Management and Administration for the OTA	3	Spring 2024

Recommended Course Sequence

<u>Semester</u>	<u>Courses</u>
Fall Semester 1	OTA 100; BIOL 140; OTA 110; OTA 111; OTA 118
Spring Semester 1	PSY 110; HEOCC 200; OTA 112; OTA 114
Summer Semester	CHILD 120 OR PSY 202; COMM 110; Mathematics OR Laboratory Science
Fall Semester 2	ENGL 110; OTA 210; OTA 212
Spring Semester 2	Humanities; OTA 211; OTA 213; OTA 220

Academic Progression

A student must attain a grade of C or higher in **each** OTA course and all general education courses and a Satisfactory rating in Level I or Level II Fieldwork placement in order to remain in the program.

An overall average of 2.0 is required for graduation.

Student must maintain the OTA Program Essential Skills and Functions requirement, complete and maintain compliance with all health requirements, and meet all affiliated fieldwork requirements for drug screening and criminal background checks.

****Failure to meet any of the above requirements will result in dismissal from the program.***

SECTION 5: STUDENT PROFESSIONAL DEVELOPMENT

OTA Student Professional Development Plan

OTA Student Professional Development Portfolio

OTA Student Professional Development Assessment

**ILLINOIS CENTRAL COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

OTA Student Professional Development Plan

Introduction:

The OTA program at Illinois Central College is committed to the professional development of each student in the program. The faculty and staff work to provide a meaningful and professional experience that will instill values, standards, ethics, and professional behaviors in accordance with the guidelines provided by AOTA and ACOTE. **ACOTE standard B.7.0. PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES -Professional ethics, values, and responsibilities include an understanding and appreciation of ethics and values of the profession of occupational therapy. The program must facilitate development of the performance criteria as outlined in ACOTE Standards B.7.1, B.7.2, B.7.4, B.7.5, .** The process for identification, development, and assessment of ethical and professional standards and behaviors begins during the students' advisement in the OTA program and throughout the continuum of their enrollment in OTA program curriculum, with both academic and fieldwork components.

Purpose:

This process is designed to help students develop awareness of their professional growth and the concept of professional development as a life-long tool to enhance their professional skills as they prepare to practice as competent entry-level generalist Occupational Therapy Assistants.

Overall Goals:

1. Students will continue to grow professionally throughout the program, graduation, and their careers.
2. Students will grow in professional relationships with clients and interprofessional members of the healthcare team.
3. Student will be able to self-identify individual strengths and opportunities for learning and professional growth.
4. Students will develop a professional portfolio throughout the program providing evidence of growth as an OT practitioner.

Process:

1. **Fall Semester, Freshman Year:** Faculty will introduce the concept of NBCOT exam preparation and resources. Faculty will introduce the process of the ICC OTA Program Student Professional Development Plan/Portfolio. Students will be given an orientation to the Professional Development process in OTA 110.
2. **Spring Semester, Freshman Year:** Students will independently complete the OTA Student Professional Development Assessment form. The student and OTA Program faculty member will meet and collaborate regarding student self-rating of their professional development and identification of professional development goals and action steps for their portfolio. This information will be recorded by the faculty member on the Student Professional Development Assessment form. The original documents will be attached to the summary form and revisited fall, sophomore year. The student will be given a copy of these documents.
3. **Fall Semester, Sophomore Year:** Student will contact OTA Program faculty member and an appointment will be scheduled to complete Student Professional Development Assessment and review portfolio progress.
4. In order to share diverse perspectives, students should meet with different faculty members during this process, although all faculty members are encouraged to provide input into the assessment process.
5. All original documents will be retained in the student files. Students should retain the copies they received for review.
6. The professional development process will be reviewed on an annual basis and revised as needed.

Outcomes:

Positive outcomes of this process will be measured by successful completion of all coursework and Level I and Level II fieldwork rotations.

Through the professional development process, students will grow as individuals and as a peer group. The students will develop their professional skill sets to provide quality interventions and interactions with clients, patients, and interprofessional team members that they will encounter during this continuum. These interactions will enhance both their fieldwork experiences and lead to greater potential future employment opportunities.

Completed Professional Portfolio will be reviewed in OTA 220 course, the final portfolio will provide evidence of growth as a professional entering the OT Profession.

**ILLINOIS CENTRAL COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

OTA Student Professional Development Portfolio

According to Dr. Kenneth Wolf of the University of Colorado, on *Creating a Professional Portfolio*, "This is a process of gathering and providing evidence of growth and achievement over time. The professional portfolio is a vehicle for collecting and presenting that evidence. Portfolios allow us to become reflective about what we do. They allow us to document the practices we'd like to preserve and even pass on to others."

Portfolio Project Purpose and General Description

Creating a professional portfolio involves considerable effort; careful planning; thorough record keeping; thoughtful selections of items to include; and certainly a fair measure of creativity. To guide the process of professional development, self-reflection and self-assessment, identification of specific individual competencies for development, goal setting, and selection of professional development and growth activities should be utilized.

The Benefits

- Provides an important growth experience.
- Offers the chance to reflect on practice.
- Allows collaboration with mentors and other colleagues.
- Promotes a commitment to life-long learning.
- Showcases your skills, experiences and accomplishments to a potential employer.
- Can help guide your conversation with the interviewer about your professional goals.

To Begin

Each professional development semester, the student will be assigned a faculty member for the purpose of mentoring the identification of student-specific professional goals, creation of a professional development plan, and portfolio production review.

Students will:

1. Bring portfolio to each professional development meeting throughout the program.
2. Generate a personal occupational therapy philosophy.
3. Develop a list of professional goals, student will document participation in identified professional growth and development activities.
4. Document professional development activities, educational activities and accomplishments, scholarly activities, current resume, and professional service
5. Submit completed professional portfolio during OTA 220 the final semester of program.

References:

<https://www.scholastic.com/teachers/articles/teaching-content/creating-professional-portfolio/extension.berkeley.edu/static/studentservices/professional-portfolio>

Permission provided for modification of project content

<http://ot.php.ufl.edu/academics/mot/current-students/professional-development/portfolio-production/>

OTA Student Professional Development Assessment

- to be provided -

SECTION 6: ACCREDITATION/CERTIFICATION/LICENSURE

Accreditation

NBCOT Certification and Licensure

Licensure

Membership(s)

Accreditation

The Occupational Therapy Assistant program at ICC is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814-6519. Phone: (301) 652-6611. TDD: (800) 377-8555. Fax: (301) 652-6611. www.acoteonline.org

NBCOT Certification and Licensure

Graduates of the program 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 graduate will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. For more certification information, visit nbcot.org.

Important Felony Statement

Applicants seeking NBCOT certification and state licensure are required to report a history of a felony or misdemeanor. NBCOT will review the information submitted by the applicant and will determine if the applicant is eligible to sit for the certification examination. A history of a felony or a misdemeanor may jeopardize the applicant's eligibility for certification or licensure. If you have a criminal history, it is recommended that the applicant complete a characterization review **PRIOR** to beginning the OTA program at ICC. For all certification information, please go to nbcot.org and click on Certification Candidates.

Each state also has specific requirements for licensure. Contact the appropriate state board or Department of Professional Regulation for more information:

https://www.nbcot.org/-/media/NBCOT/PDFs/State_Contact_List.ashx

ICC OTA Program results can be accessed direct on the *NBCOT* website.

Licensure

Licensure is required in Illinois (and many other states) before employment as a Certified Occupational Therapy Assistant. The qualifying exam for getting a license is the one administered by NBCOT. It is possible to get permission from the State to work while waiting to take the certification exam if eligibility has been determined and appropriate documentation has been completed.

Membership(s)

Students are recommended and encouraged, but not required, to become members of the following organizations:

1. Illinois Central College Student Occupational Therapy Association (SOTA)

This is a student club, organized by and for student members of the OTA Program. It is a recognized student organization of the College. It is affiliated with the American Student Committee of the Occupational Therapy Association, Inc.

2. Illinois Occupational Therapy Association (ILOTA)

This is the state organization for occupational therapists, certified OT assistants, and OT students in Illinois.

3. The American Occupational Therapy Association (AOTA)

This is the national organization for all levels of occupational therapists. There is a national student organization. The American Occupational Therapy Association/ACOTE is the accrediting body for OTA programs and establishes certification standards for occupational therapists and occupational therapy assistants.

SECTION 7:
HEALTH CAREERS POLICIES AND PROTOCOLS