

**Central Community College (CCC)
Occupational Therapy Assistant (OTA) Program
Student Handbook**



College Mission: Maximizes student and community success

PROFESSIONAL AND GOVERNING BODIES

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA)

The American Occupational Therapy Association (AOTA) is the national professional association established in 1917 to represent the interests and concerns of occupational therapy practitioners and students of occupational therapy and to improve the quality of occupational therapy services. AOTA's major programs and activities are directed toward assuring the quality of occupational therapy services, improving consumer access to health care services, and promoting the professional development of members. AOTA educates the public and advances the profession by providing resources, setting standards, and serving as an advocate to improve health care. AOTA is based in Bethesda, MD.

Mission Statement

To advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public.

Vision 2030

- The guiding force and definitive aspiration for the profession, to which AOTA aligns its organizational, strategic, and operational plans for maximum mission impact over the next five years.
- Inextricably linked to AOTA's mission to advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public.
- Essential to the profession's ongoing viability and success.

Contact Information

American Occupational Therapy Association (AOTA)

7501 Wisconsin Ave., Suite 510E

Bethesda, MD 20814-6519

<http://www.aota.org>

1-800-SAY-AOTA (729-2682)

Retrieved April 14, 2025 from <http://www.aota.org/AboutAOTA.aspx>

ACCREDITATION

The Occupational Therapy Assistant program at Central Community College is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6611. Graduates of the program are eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT).

ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION (ACOTE)

Purpose: To accredit occupational therapy educational programs and occupational therapy assistant educational programs. ACOTE establishes, approves, and administers educational standards to evaluate occupational therapy and occupational therapy assistant educational programs. ACOTE shall have complete autonomy in establishing standards for educational programs; developing and implementing policies, rules, and procedures for conducting accreditation reviews; and making accreditation decisions.

Mission Statement

Support quality, inclusion, and innovation to advance entry-level occupational therapy education.

Vision

Lead, innovate and advance occupational therapy education in a global environment.

Core Values

Quality – Innovation – Collaboration – Inclusion – Integrity

Retrieved January 21, 2026, from <https://acoteonline.org/about/mission-vision/>

CERTIFICATION

THE NATIONAL BOARD FOR CERTIFICATION IN OCCUPATIONAL THERAPY, INC. (NBCOT)

The National Board for Certification in Occupational Therapy, Inc. (NBCOT) is a not-for-profit credentialing agency that provides certification for the occupational therapy profession. NBCOT serves the public interest by developing, administering, and continually reviewing a certification process that reflects current standards of competent practice in occupational therapy. NBCOT also works with state regulatory authorities providing information on credentials, professional conduct, and regulatory and certification renewal issues.

NBCOT Mission

NBCOT protects the public through the validation of essential competencies for effective and safe occupational therapy practice.

Vision

We envision everyone will benefit from high-quality services provided by certified occupational therapy professionals.

Values

We recognize and value diversity.

We are committed to learning and growing.

We are dedicated to evidence-based practices.

We foster innovation.

We build trust by acting with integrity.

Contact Information

Phone: 301-990-7979

Email: info@nbcot.org

Address:

One Bank Street Suite 300

Gaithersburg, MD 20878

Retrieved January 21, 2026, from www.nbcot.org

NATIONAL BOARD OF EXAMINATION AND CERTIFICATION ELIGIBILITY

CHARACTER REVIEW

NBCOT's character review program serves the public interest by screening illegal, unethical, and incompetent behaviors of individuals who are yet to be certified by NBCOT. To ensure that occupational therapy practitioners meet standards of professional conduct before 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.

Before being deemed eligible to take the NBCOT certification examination, COTA applicants must:

1. Graduate from an accredited occupational therapy program recognized by NBCOT. NBCOT recognizes U.S. occupational therapy degrees accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, Inc. (AOTA). Applicants who have not yet received their occupational therapy degree but are "cleared for graduation" are considered by NBCOT to have met the academic criteria. "Cleared for graduation" means that all grades have been recorded, the thesis is complete (if required), and there are no outstanding financial obligations to the institution.
2. Complete all fieldwork requirements.
3. Submit the examination application and receive authorization by NBCOT to take the examination.
Please Note: The application should not be submitted until the applicant has graduated or is cleared for graduation.
4. Request that the school registrar confirm the applicant's eligibility to examine by submitting the official final transcript or an NBCOT *Academic Credential Verification Form (ACVF)*.
5. Agree to abide by the *NBCOT Candidate/Certificant Code of Conduct*.

To maintain the COTA certification status, certificants must satisfy a 36-unit requirement of professional development activities every three years.

LICENSURE

Occupational therapy is regulated in all 50 states, the District of Columbia, Puerto Rico, and Guam. Different states have various types of regulation that range from licensure, the strongest form of regulation, to title protection or trademark law, the weakest form of regulation. The major purpose of regulation is to protect consumers in a state or jurisdiction from unqualified or unscrupulous practitioners.

State laws and regulations significantly affect the practice of occupational therapy. Laws or statutes are enacted by legislators, who are elected public officials. Regulations specifically describe how the intent of the laws will be carried out. These regulations are developed by regulators, who are appointed public officials of various departments in state government. Both kinds of officials make decisions that directly and indirectly affect occupational therapy practitioners

STATE OF NEBRASKA

Upon successful completion of the OTA program at Central Community College and passing state boards, you must request your Nebraska state license. Information regarding Nebraska state license criteria, procedures, and fees can be found at <https://dhhs.ne.gov/licensure/Pages/Licensing-Home-Page.aspx>

Policy on Institutional Responsibility for the OTA Program

Policy Statement

Central Community College assumes full responsibility for the Occupational Therapy Assistant (OTA) program. This responsibility includes:

1. **Faculty Appointment** – The institution maintains authority over recruitment, appointment, evaluation, and professional development of OTA program faculty.
2. **Student Admission** – The institution establishes and enforces admission criteria and processes for students entering the OTA program, ensuring consistency with institutional standards and programmatic requirements.
3. **Curriculum Oversight** – The institution has the primary responsibility for curriculum development, approval, and ongoing review, including course content, program outcomes, and standards for satisfactory completion.
4. **Degree Granting** – The institution awards the degree upon successful completion of program requirements, ensuring all academic and professional standards have been met.
5. **Fieldwork Coordination** – The institution oversees the planning and coordination of classroom teaching and supervised fieldwork experiences. This includes ensuring that fieldwork sites provide learning opportunities appropriate to program goals and that all student practice activities are consistent with professional standards and educational objectives.

Procedures

- All OTA faculty appointments are approved through the institution's established hiring policies.
- OTA student admissions are processed in accordance with institutional and program policies, as published in official catalogs and student handbooks.
- Curriculum planning and revisions are reviewed by OTA faculty, approved through institutional curriculum committees, and documented.
- Degrees are conferred by the institution upon successful verification of program completion.
- Fieldwork agreements and site evaluations are maintained to ensure quality and appropriateness of student learning experiences.

Assurance

The institution documents and maintains policies and procedures that demonstrate its responsibility for the OTA program, including the functions specified above. These policies are accessible through institutional handbooks and manuals.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM OVERVIEW

The Occupational Therapy Assistant program at Central Community College (CCC) prepares students for entry-level practice as Certified Occupational Therapy Assistants (COTAs). COTAs work in collaboration with and under the direct supervision of a Registered Occupational Therapist (OTR) to provide health, wellness, and rehabilitative services in a multitude of arenas. Certified Occupational Therapy Assistants are employed in rehabilitation facilities, skilled nursing facilities, hospitals, schools, day treatment centers, outpatient clinics, and other community and healthcare-related agencies. Occupational therapy practitioners are concerned with the quality of life of individuals, who because of a physical, psychological, or social condition or an environmental or attitudinal barrier, are unable to fully participate in meaningful tasks and activities of daily life or the everyday life of their community.

Certified occupational therapy assistants assist in assessing individual and community needs, planning, and implementing treatment activities, communicating with individuals, families, and healthcare providers, and documenting progress toward the achievement of individual and community-identified goals. Occupational therapy practitioners are adept at applying the skillful use of occupation to facilitate health and well-being. In addition to occupation, occupational therapy practitioners make use of purposeful activities, creative arts, environmental modification, adaptive devices, and the therapeutic use of self to facilitate engagement in occupation and meaningful activity. In addition, they work collaboratively with individuals who are disenfranchised citizens, healthcare professionals, community members, and their national (AOTA) and state organizations to facilitate change processes in discriminatory and debilitating health and social practices.

Students graduating from CCC with an AAS degree will be prepared to provide occupational therapy services that meet the demands of current and future practice while demonstrating quality, ethical, and professional occupational therapy behavior in all practice environments. Students with a strong interest in health and wellness, psychology, sociology, education, and behavioral studies are encouraged to apply to the program.

The OTA program at CCC consists of five consecutive full-time semesters of program study. In addition to 52 credit hours of OT-specific coursework, students complete 21 hours of CCC core curriculum and coursework that supports the major. Students completing the AAS degree are eligible to sit for the National Board of Certification in Occupational Therapy (NBCOT) examination. After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). It is the standard in most states to require licensure to practice. Please note, that students with a felony conviction will not be allowed to enter the OTA program, as it affects a graduate's ability to sit for the NBCOT certification examination, state licensure, and potentially the ability to become employed.

PROGRAM STATEMENT OF PHILOSOPHY

The Occupational Therapy Assistant program at Central Community College is committed to instilling the fundamental beliefs of the occupational therapy profession and the mission of the college, maximizing student and community success. The program aims to provide an engaged learning experience grounded in ethical service to communities. The use of occupation, as a means and an end to therapy, is woven throughout the curriculum. Students learn firsthand the philosophical beliefs of the profession, in that “occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation.” (American Occupational Therapy Association, 2025, p. 1).

At CCC, we align with the philosophy of occupational therapy education in that we believe students are occupational beings who learn through actively engaging in the teaching-learning process. Embedded throughout the program are themes of ethics, quality, advocacy, and utilizing occupations to promote health. The curriculum and learning context are built upon facilitating lifelong learning, and clinical reasoning, encouraging the use of theory and evidence to guide practice, and fulfilling society’s occupational needs. The end goal is moving beyond rote memorization and developing clinical reasoning and ethics, allowing future practitioners to collaborate effectively with clients. Faculty support learning in an inclusive learning environment. The program provides the student with the academic foundation to engage in professional experiences both inside and outside of the classroom. Students are afforded opportunities in the community for hands-on learning and application of concepts to real-life contexts. The program aligns itself with the fundamental beliefs of occupational therapy education, the college mission, and currently published beliefs held by the profession. This philosophical approach prepares and transforms our students into compassionate practitioners who will “advocate and to promote individual, family, community, group and population health, the core of occupational therapy practice, education, research and advocacy.” (American Occupational Therapy Association, 2025, p. 1).

American Occupational Therapy Association. (2025). The philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 79(3), 7913410200. <https://doi.org/10.5014/ajot.2025.79S301>

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72, 7212410070. <https://doi.org/10.5014/ajot.2018.72S201>

OTA PROGRAM MISSION

The mission of Central Community College’s Occupational Therapy Assistant program is to educate competent, ethical, occupational therapy assistants, who are committed to lifelong learning, and advocacy and who are drivers of change for the benefit of the occupational therapy profession. Graduates of the program will use their occupational therapy expertise to facilitate health and healing in diverse and global settings and work collaboratively to address healthcare challenges.

PROGRAM OUTCOMES

Program outcomes that measure the effectiveness and quality of the program are focused on the benefits to the student, employer, and community. The following outcomes have been identified.

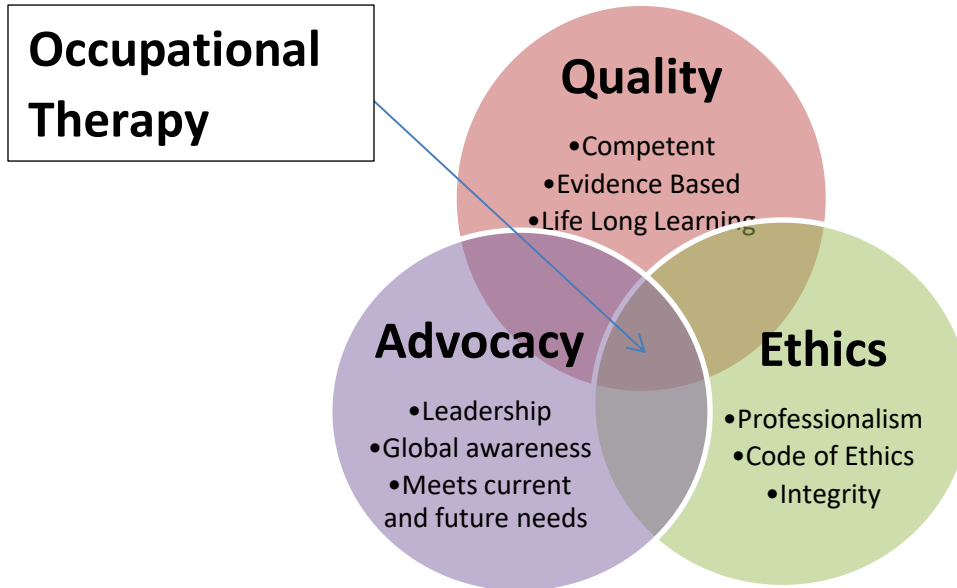
- 1) Performance on Licensure exam:
The annual mean for the National Board for Certification of Occupational Therapy (NBCOT) pass rate for CCC OTA graduates will be at or above the national mean for the same year.
- 2) Program Completion:
80% of CCC students will complete the OTA program within 3 years of first starting the first occupational therapy course.
- 3) Graduate Program Satisfaction:
80% of the CCC OTA graduates will report satisfaction with the preparation for occupational therapy practice provided by the program.
- 4) Employer Program Satisfaction:
80% of employers of CCC OTA graduates will report satisfaction with the competency of graduates as defined by the student learning outcomes and graduate competencies.
- 5) Job Placement Rates
90% or more of CCC OTA graduates seeking employment will be employed in the area of occupational therapy within 6 months of program completion.

STUDENT LEARNING OUTCOMES

STUDENTS ARE PREPARED TO

- 1) Provide quality occupational therapy services in a variety of practice environments.
- 2) Meet the demands of current and future practice.
- 3) Demonstrate ethical reasoning, practice professional Code of Ethics, and professional integrity.

Curriculum Design



Threaded throughout the Occupational Therapy Assistant (OTA) program curriculum are the core concepts of quality, advocacy, and ethics. The OTA program uses a developmental approach, introducing these concepts in the first year and increasing their complexity as students' progress. These themes serve as guiding threads that connect coursework, promote integration of knowledge, and highlight the professional skills essential for successful practice.

The curriculum threads have been identified through input from community partners, occupational therapy practitioners, the college, and the profession at large. They are designed to ensure graduates are prepared to address the needs of current and emerging practice areas. By embedding these themes across the curriculum, the program fosters both personal and professional growth.

Students encounter these concepts through diverse learning opportunities, including lectures, interactive activities, experiential learning, assignments, and evaluations. The developmental nature of the curriculum ensures students build a solid foundation and then refine their abilities in increasingly complex contexts.

Examples of Courses Addressing Curriculum Threads:

Quality: OTHA 1020, 1210, 1220, 1240, 2000, 2400, 2410, 2460, 2500, 2470, 2050, 2440, 2900, 2950

Advocacy: OTHA 1220, 1240, 2000, 2400, 2500, 2470, 2700, 2900, 2950

Ethics: PHIL 2650; OTHA 1000, 1020, 2050, 2440, 2470, 2500, 2900, 2950

Year / Semester	Quality	Advocacy	Ethics
Year 1 - Semester 1	OTHA 1020		PHIL 2650, OTHA 1000
Year 1 - Semester 2	OTHA 1210, 1220	OTHA 1220	OTHA 1020
Year 1 - Summer	OTHA 1240	OTHA 1240	
Year 2 - Semester 1	OTHA 2000, 2400, 2410, 2460, 205	OTHA 2000, 2400	OTHA 2050, 2440
Year 2 - Semester 2	OTHA 2500, 2470, 2440	OTHA 2500, 2470, 2700	OTHA 2470, 2500
Year 2 - Summer / Fieldwork	OTHA 2900, 2950	OTHA 2900, 2950	OTHA 2900, 2950

Alignment with Mission and Philosophy

The curricular threads directly support the OTA program’s mission:

Quality: Students are prepared to deliver high-quality occupational therapy services through evidence-based practice, critical thinking, and continuous quality improvement, aligning with the mission to educate competent practitioners.

Advocacy: By embedding advocacy throughout the curriculum, students learn to champion the needs of clients, the profession, and the healthcare system, fulfilling the mission’s call to prepare practitioners who are drivers of change and committed to lifelong learning.

Ethics: Students develop strong ethical reasoning and professional integrity, aligning with the mission to prepare ethical occupational therapy assistants who can address complex healthcare challenges in diverse and global contexts.

Emerging Practice in OTA Curriculum: The OTA program equips students with the knowledge and skills necessary to identify, promote, and deliver occupational therapy services in emerging practice areas. As healthcare systems, societal needs, and demographics evolve, occupational therapy assistants must be prepared to respond to new opportunities for service delivery beyond traditional practice settings.

Emerging practice areas are those in which the occupational therapy process can be effectively applied, but which are not yet widely recognized or reimbursed through traditional funding sources such as Medicare or private insurance. Practitioners in these areas must demonstrate competence in advocacy, marketing, needs assessment, and foundational business skills to establish and sustain occupational therapy services.

All emerging practice experiences must comply with state statutes and regulations governing the practice of occupational therapy. Instruction and skill development related to emerging practice are integrated throughout the OTA curriculum, including in OTHA 1000, OTHA 1240, OTHA 1220, and OTHA 2500, with opportunities for students to complete fieldwork experiences in emerging practice settings.

COURSE REGISTRATION AND ADVISING

Once a student has declared the major of OTA, students are automatically assigned an advisor in the program. Advisors work with students regarding educational planning and directing students toward resources available in the program, the college, and the profession. All OTA students are subject to the procedures of registration as published in the college catalog. A list of OTA classes will be provided to the registrar and students before enrollment. Students will work with their assigned advisor to register for classes. Please visit the course catalog for graduation requirements. Each advisor will meet with students to ensure students are on pace with graduation with program requirements. Faculty track meetings via a student advising tracking form that discusses not only academic and fieldwork advisement but personal well-being.

<https://catalog.cccneb.edu/content.php?catoid=52&navoid=5213>

Adding, dropping, or withdrawing from courses can impact a student's financial aid, ability to reside in the residence hall, and how much a student pays for college. It is important for students to fully understand the financial effects of decisions to change their schedule. It is strongly recommended that prior to adding, dropping or withdrawing from a course, students consult with the staff in the Student Accounts Office and in the Financial Aid Office, if the student is receiving financial aid, prior to making changes. Students are responsible for initiating adding a course to their schedule, requesting a course be dropped, and for initiating a course withdrawal.

"Dropping" a course is different from "Withdrawing" from a course. "Dropping" only applies during the registration period before classes start and in the beginning days of a class up to the free drop date. A dropped course is completely removed from a student's records and will not appear on a transcript. Classes that are removed from a student's schedule after the free drop date has passed are considered "Withdrawals." A course that a student has withdrawn from will remain on a student's transcripts and will appear with a grade of "W".

Dropping Courses

The free drop date is published in the academic calendar for courses that meet for the entire 16 weeks of a semester. Drop dates for classes that are not scheduled to meet for the entire 16 weeks of a semester are available at the Registration Offices on each of the campuses. Students can drop classes and receive a 100% refund or exchange equal credits free of charge on or before the free drop date for the course. Federal Student Aid recipients who add and drop courses during the semester should consult with the staff in the Financial Aid Office because financial aid eligibility may be affected.

Students may drop courses by:

Completing a Add/Drop form and submitting it to the registration office on campus

Sending a request via their college email account to the registrar@cccneb.edu or to the student's advisor.

Calling (308) 398-7412

Withdrawing From Courses

Course withdrawals may be made prior to the last day to withdraw, based on the course's scheduled session length (see chart). A student may not withdraw from a course after the published last day to withdraw or the course end date, whichever comes first.

Students may withdraw from classes by:

Completing a Add/Drop form after the free drop date has passed for the course and submitting it to the registration office on campus

Sending a request via their college email account to the registrar@cccneb.edu or to the student's advisor.

Calling (308) 398-7412

A student may withdraw from a fieldwork rotation for medical reasons or extenuating life circumstances. Documentation regarding the situation is required. Students are required to inform the AFWC and advisor immediately if they are withdrawn from fieldwork. Discretion to reassign the student will be determined by the AFWC or program director. Reassignment or withdrawing from fieldwork for other reasons may impede progression, could result in failure of fieldwork if not communicated with program staff, and/or graduation. Please refer to the Fieldwork Manual as needed.

Withdrawing From the Program and/or College

Students who wish to voluntarily withdraw from the OTA program are advised to follow the steps outlined below to ensure a smooth and professional exit:

- Students are asked to submit a formal written request to withdraw from the OTA Program to the program director that includes the reason(s) for withdrawal and the effective date.
- Students are encouraged to meet with the program director or a designated faculty advisor to discuss decision and explore potential career aspirations, advisement and implications of withdrawal (financial aid, reapplication, transcripts).
- If student wants to leave the college, students must also complete the college's official withdrawal process through the Registrar's Office and Financial Aid Office.
- Return of Program Materials: Any borrowed items such as textbooks, lab equipment, or uniforms must be returned before withdrawal is finalized.
- Eligibility for Re-Entry: Students who withdraw in good academic and professional standing may be eligible to reapply for future cohorts. Readmission is not guaranteed and will depend on space availability, academic record, and adherence to the reapplication process.

STUDENT SUPPORT SERVICES

The Occupational Therapy Assistant (OTA) Program is committed to ensuring that all students are informed of and have equitable access to health, well-being, and support services throughout their didactic and fieldwork experiences.

Orientation and Registration: Students are encouraged to attend the college orientation and registration days, but it is mandatory to attend the OTA orientation prior to starting the OTA program

each fall semester. Students are introduced to available institutional and program-specific support services during both events on campus. At the OTA Program Orientation, faculty provide an overview of resources for health, wellness, counseling, and disability services, as well as academic and student success supports.

Handbook and Written Documentation: The OTA Student Handbook is distributed to all students at orientation, and located on the OTA website is updated annually, contains detailed information on available support services, including health and wellness resources, counseling, academic support, tutoring, disability accommodations, and fieldwork supports. Students must sign off that they have received, read and understand all information in the handbook. Website links and contact information for all services are included and posted on the program's learning management system for easy access.

Ongoing Access and Communication: Faculty regularly remind students of available services during one-on-one advising sessions, group meetings, and in program communications. All students receive equal access to these resources through the college website, online portals, and in-person support.

Reasonable Accommodations: The program and institution comply with the Americans with Disabilities Act (ADA) and applicable state regulations. Students seeking accommodations are referred to Disability Services, which coordinates the development and implementation of accommodations in collaboration with faculty. Students are shown video from Disability Services during the first week of classes or during orientation. Documentation of accommodations is maintained through the college's official disability services office to ensure confidentiality and compliance as well as in student's locked file.

Accountability:

The OTA Program Director is responsible for ensuring that policies and procedures regarding student access to health, well-being, and support services are consistently communicated and applied. Documentation of student access and communication regarding support services is maintained as part of program records and in compliance with accreditation standards.

Support services can be located at : <https://www.cccneb.edu/nextsteps> and <https://www.cccneb.edu/studentlife>

CURRICULUM SEQUENCE

Students enrolled in the Occupational Therapy Assistant program at Central Community College engage in five semesters of academic coursework, including 16 weeks of Level II fieldwork practicums. In addition to 52 credit hours of OTA-specific coursework, students will complete 21 hours of CCC core curriculum and coursework that supports the major. Semesters consist of in-classroom study, Level I fieldwork, and two 8-week Level II fieldwork practicum experiences. Students are expected to follow the outlined sequence of courses. Students must successfully complete all coursework before attending Level II fieldwork. Students are required to complete both Level II fieldworks within 12 months of completing all didactic coursework.

Fall 1 st year		Spring 1 st Year			
ENGL 1010	English Composition I	3	BIOS 2250	Anatomy and Physiology I	4
PSYC 2890	Developmental Psychology	3	OTHA 1220	Community Centered Practice	3
OTHA 1030	Fundamentals of Occupational Therapy	4	OTHA 2400	Mental Health and Psychosocial Practice	3
OTHA 1210	Occupational Activity Analysis	3	OTHA 1240	Pediatric / Adolescent Practice	4
BIOS 1010	General Biology	4	PHIL 2650	Introduction to Ethics	3
Semester Credit Total		17	Semester Credit Total		17
Summer					
OTHA 2000	Gerontology and Physical Disabilities Practice	4			
OTHA 2050	Fieldwork Practicum Level IA	2			
OTHA 2700	Functional Kinesiology	3			
BIOS 2260	Anatomy and Physiology II	4			
Semester Credit Total		13			
Fall 2nd Year		Spring 2nd Year			
OTHA 2410	Functional Neuroanatomy	2	OTHA 2900	Fieldwork Practicum Level II	7
OTHA 2440	Fieldwork Practicum Level IB	2	OTHA 2950	Fieldwork Practicum Level II	7
OTHA 2460	Modality and Splinting Lab	1			
OTHA 2470	Documentation and Professional Skills	2			
OTHA 2500	Ethics, Management, and Leadership	2			
OTHA 2010	Foundations of Fieldwork	2			
Semester Credit Total		11	Semester Credit Total		14
		Degree Credit Total		72	

OTA COURSE DESCRIPTIONS

OTHA 1000 INTRODUCTION TO OCCUPATIONAL THERAPY

3 CREDITS

This course provides students with an introduction to occupational therapy and the role of the occupational therapy assistant. Topics include history, development, philosophy, role delineation, supervision, scope of practice, ethics, values, and practice framework of the profession. The role of occupational therapy in health care, community based and educational systems are also explored.

OTHA 1020 THEORY AND EVIDENCE BASED PRACTICE

3 CREDITS

This course examines theories, models of practice, frame of references and the practice framework for instruction on the occupational therapy process. This course also provides students with the purpose of delivering evidence-based practice, the role of the research assistant, the importance of scholarly activities and how literature contributes to development of profession.

OTHA 1210 OCCUPATIONAL ACTIVITY ANALYSIS

3 CREDITS

Observation, analysis and performance of occupation, while utilizing the practice framework will be emphasized in this course. Students will select, analyze, adapt, grade and use client-centered therapeutic activities to promote engagement in occupations.

OTHA 1220 COMMUNITY-CENTERED PRACTICE

3 CREDITS

This course provides knowledge of global social issues, health and wellness needs of populations, and practical considerations of those at risk for social injustice, occupational deprivation, and disparity in the receipt of services. This course addresses the role and responsibility of advocacy for services, to effect changes in community and recognize opportunities for emerging practice areas.

OTHA 1240 PEDIATRIC/ADOLESCENT PRACTICE**4 CREDITS**

This course introduces the student to the etiology, symptoms, prognosis, and treatment of pediatric and adolescent disorders, as well as, normal and abnormal human growth and development and its impact on occupational performance. Topics include development of observation skills, play, handling techniques, and knowledge of pediatric evaluations and assessments.

OTHA 2000 GERONTOLOGY AND PHYSICAL DISABILITIES PRACTICE**4 CREDITS**

This course introduces the student to the etiology, symptoms, prognosis, and treatment of conditions commonly treated in geriatric and physical rehabilitation and the impact on occupational performance. The course provides the student with the role and clinical knowledge of occupational therapy assistant in gerontology and physical disability practice and the clinical knowledge of skills required to provide intervention to a variety of physical dysfunctions.

OTHA 2400 MENTAL HEALTH AND PSYCHOSOCIAL PRACTICE**3 CREDITS**

This course provides students with the role of the occupational therapy assistant in the psychosocial area of occupational therapy practice. Students learn skills necessary to assess, implement and document intervention in a variety of mental health settings. Topics such as group dynamics, therapeutic use of self and the importance of balancing areas of occupation with the achievement of health and wellness for clients are explored.

OTHA 2050 FIELDWORK PRACTICUM LEVEL I A**2 CREDITS**

This course provides students with approximately forty-five hours of observation and opportunities for students to apply occupational therapy principles and techniques with a psychological and social factor emphasis.

OTHA 2440 FIELDWORK PRACTICUM LEVEL I B**2 CREDITS**

This course provides students with approximately forty-five hours of observation and opportunities for students to apply occupational therapy principles and techniques. Placements are to provide hands on learning and participation under the direction of the fieldwork educators.

OTHA 2410 FUNCTIONAL NEUROANATOMY**3 CREDITS**

This course provides students with knowledge of the anatomical and physiological organization of the central nervous system. Students will gain an understanding of how the brain is involved in movement, learning, memory and daily functioning and apply it to the occupational therapy process and practice.

OTHA 2500 ETHICS, MANAGEMENT AND LEADERSHIP**2 CREDITS**

This course provides students with the knowledge of the occupational therapy assistant in management and leadership skills. Students will gain a further understanding of ethical provision of services, department management, advocacy, resume and interviewing skills, national and state regulations, program development in new or expanding programs, supervision, reimbursement, and professional development skill sets.

OTHA 2460 MODALITY AND SPLINTING LAB**1 CREDIT**

The use of splinting orthotics, modalities, and assistive technology are examined and practiced in this course. This course provides students with hands-on experience in providing fabrication, application, fitting, training of devices, as well as effective administration of modalities.

OTHA 2470 DOCUMENTATION AND PROFESSIONAL SKILLS**2 CREDITS**

This course enables students to gain further insights into professional responsibilities in the occupational therapy process and profession. This course also provides students with the opportunity to enhance further documentation skills and rationale for services across diverse practice settings.

OTHA 2700 FUNCTIONAL KINESIOLOGY**3 CREDITS**

This course enables students to link and apply their knowledge of anatomy and physiology to study muscles and their functions. A focus will be placed on skills related to the measurement, prevention and management of muscle, joint and soft tissues as it relates to occupational performance.

OTHA 2900 FIELDWORK PRACTICUM LEVEL II A**7 CREDITS**

The fieldwork course provides students with full time experience in a variety of settings, such as mental health, physical disabilities, geriatric, pediatric, and/or community-based practice working under the supervision of an occupational therapists or occupational therapy assistant.

OTHA 2950 FIELDWORK PRACTICUM LEVEL II B**7 CREDITS**

The second fieldwork course provides students with full time experience in a variety of settings, such as mental health, physical disabilities, geriatric, pediatric, and/or community-based practice working under the supervision of an occupational therapists or occupational therapy assistant. This fieldwork experience prepares the student to develop competent, entry-level skillsets as an occupational therapy assistant.

CCC CORE CURRICULUM**ENGL 1010 ENGLISH COMPOSITION I****3 CREDITS**

Prerequisite (taken before): ENGL 0970 - Reading & Writing Essentials II or appropriate test score

English Composition offers instructional practice in the techniques of effective writing. The process of planning, writing, revising, and editing essays for particular audiences and purposes and research-related skills are also emphasized.

PHIL 2650 INTRODUCTION TO ETHICS**3 CREDITS**

The course examines contemporary ethical conflicts and provides an introduction to the language, concepts, and traditions of ethics.

PSYC 2890 DEVELOPMENTAL PSYCHOLOGY**3 CREDITS**

Traditional and current research in lifespan development from conception to death.

BIOS 1010 GENERAL BIOLOGY**4 CREDITS**

THIS COURSE COVERS FUNDAMENTAL PROCESSES OF CELLS AND ORGANISMS, CELL STRUCTURE, GENETICS, BIOTECHNOLOGY, EVOLUTION, CLASSIFICATION, DIVERSITY, AND INTERACTION OF ORGANISMS AT THE MOLECULAR, CELLULAR, ORGANISMIC, ECOSYSTEMS, AND BIOSPHERE LEVEL. IT IS DESIGNED AS BOTH A COURSE FOR NON-MAJORS AND AS A FOUNDATION COURSE FOR

THOSE PLANNING ADDITIONAL WORK IN BIOLOGY (MAY OR MAY NOT TRANSFER AS A PROGRAM REQUIREMENT FOR BIOLOGY MAJORS). INCLUDES LAB

BIOS 2250 – GENERAL ANATOMY & PHYSIOLOGY I

4 CREDITS

Prerequisite (taken before): BIOS 1010)

Introduction to the form and function of the human body. Including organization, basic chemistry, cells, tissues, skin, skeletal system, muscular system, nervous system and introduction special senses.

BIOS 2260 - GENERAL ANATOMY & PHYSIOLOGY II

4 CREDITS

Prerequisite (taken before): BIOS 2250 - General Anatomy & Physiology I

Introduction to the form and function of the following human body systems: continuation of the nervous system and special senses, endocrine system, blood and cardiovascular system, lymphatic system, immune system, respiratory system, digestive system, metabolism, urinary system, fluid electrolyte and pH balance, and reproductive systems.

TRANSFER OF CREDIT

Students must have achieved a grade of 2.0 in all transferring coursework that will be used for the AAS degree. Students may be asked to submit a syllabus of the transfer course(s) for comparison. Transfer coursework in the sciences (Biology, Anatomy and Physiology I and II) must have been completed in the past five years. Exceptions to the “5-year rule” for transfer of credit may be granted upon written request of the student. These exceptions are granted under unique circumstances, including advanced study of subject matter or current substantial, related work experience. Students requesting an exception will be asked to demonstrate current proficiency in the subject matter.

BACKGROUND CHECKS AND DRUG TESTING

The OTA program requires background checks for admitted OTA program students, to verify an individual's suitability to participate in Level I and Level II fieldwork practicum experiences. Background checks help to ensure the safety of individuals and organizations with which the student comes in contact, as well as protect fellow students from potential harm. Students who engage in any unlawful act jeopardizing their education or future ability to perform the essential work of an occupational therapy practitioner must immediately self-disclose this information to the OTA Program Director.

The OTA program also requires drug testing for OTA students. Students will be required to complete a drug test before the start of fieldwork. A refusal to test, not testing within the timeframe given to the student, or a positive drug test for any substance that impairs the student's ability to perform their work safely will result in no fieldwork placement. Students will have to withdraw from all coursework and sit out of the program for a minimum of six months. Students must re-test within the timeframe provided and pass the test to come back into the program. Space must be available for students to re-enter the program. It is possible that a failed drug test, refusal to test, multiple failed tests, and/or not testing before the deadline provided, may also result in disciplinary action, including the possibility of permanent dismissal from the program. Please note some fieldwork sites may require this to be repeated due to their policies and this would be at the student's own expense.

FELONY CONVICTIONS

A student will not be permitted into the program with any felony conviction.

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY

Central Community College (CCC) does not discriminate on the basis of race, color, ethnicity, religion, sex, age, marital status, national origin, veteran status, sexual orientation, disability, or other factors prohibited by law, in matters of employment, admissions, financial aid, or other activities and opportunities as set forth in compliance with federal and state statutes and regulations.

Any person having inquiries concerning Central Community College compliance with Title II, Title IV, Title VI, Title IX, the Age Discrimination Act, and/or Section 504 should contact: Vice President of Human Resources, 3134 W Highway 34, PO Box 4903, Grand Island NE 68802-4903, 308-398-7325, titleixcoordinator@cccneb.edu.

Persons seeking further information concerning career and technical education offerings at Central Community College and any specific pre-requisite criteria for the various programs of study should contact: Marketing and Public Relations Director, 3134 W Highway 34, PO Box 4903, Grand Island NE 68802-4903, 308-398-4222, prdirector@cccneb.edu.

PROGRESSION REQUIREMENTS AND RETENTION POLICY

The Occupational Therapy Assistant (OTA) program is academically rigorous and requires students to engage in critical and creative thinking, as well as consistent out-of-class graded assignments. Students should anticipate a full-time commitment with daily attendance and active participation.

Successful completion of coursework is based on the student's demonstrated ability to master subject material. All required coursework must be completed before beginning Level II Fieldwork. Both Level II fieldwork experiences must be completed within 12 months of finishing the didactic portion of the OTA program.

The OTA Department monitors student progression in accordance with program policies. Students must earn a minimum grade of "C" in all required courses to remain in the program. A failure in any OTA program-required course is defined as receiving a grade below a "C."

In addition to academic requirements, students may be suspended or dismissed from the program for violations of the AOTA Occupational Therapy Code of Ethics, CCC Academic or Non-Academic Misconduct Policies, or site-specific codes of conduct at fieldwork or community education sites.

Students who fail a course during a semester must also retake any practicum preparation coursework from that same semester to remain eligible for Level II Fieldwork placement.

Academic Failure Procedures

1. Failure of OTHA 1000 (Introduction to Occupational Therapy) or OTHA 1020 (Theory and Evidence-Based Practice)
 - These foundational courses must be passed to progress in the program.
 - Failure in either course will require the student to withdraw from all future OTA coursework and restart the program the following fall with a new cohort.

- The failed course must be retaken and passed on the second attempt. Failure to pass on the second attempt will result in academic dismissal from the program.
- Failure of both OTHA 1000 and OTHA 1020 on the first attempt will result in immediate academic dismissal and a two-year ineligibility period before reapplication.

2. Failure of Any Other OTA Course

- The course may be retaken one time only, based on available space.
- Failure to pass the course on the second attempt will result in academic dismissal and a two-year ineligibility period before reapplication.

3. Failure of Two OTA Courses

- Failure of two 200-level OTA courses in the first attempt, or failure of any two OTA courses in the program, will result in academic dismissal and the requirement to restart all OTA coursework upon reentry.
- A subsequent failure in any OTA course after reentry will result in permanent dismissal from the program with no possibility of reentry.

4. Failure or Non-Completion of General Education Requirements

- Required general education courses must be completed before or concurrently with OTA coursework.
- Failure to complete these courses satisfactorily may result in a pause in OTA coursework progression until requirements are met.
- Failure to follow academic plans of study in accordance to the program of study could result in delay of graduation/OTA progression in program.

5. Course Drops with a Failing Grade

- Dropping an OTA course while earning a failing grade is considered a failure for progression purposes.

Summary Table of Course Failure Consequences

Class Failure	Consequence
OTHA 1000	Must retake class and withdraw from all future coursework and rejoin next fall cohort and start program over. Must pass retake course.
OTHA 1020	Must retake class and withdraw from all future coursework and rejoin next fall cohort and start program over. Must pass retake course.
Any two courses in OTA program	Recommend dismissal from program and can reapply in two years.

Professional Conduct Requirements

Students are expected to uphold professional behavior in accordance with:

- AOTA Code of Ethics
- Central Community College Academic and Non-Academic Conduct Policies
- Occupational Therapy Assistant Student Handbook
- Site-specific behavioral or ethics policies during community-based or fieldwork experiences

Violations may result in suspension or dismissal from the program. Any student recommended for disciplinary action will be afforded due process as outlined in the Central Community College Procedures Manual.

https://www.cccneb.edu/globalassets/documents/student-life/policies-and-procedures/2024/2024-2025-students-code-of-student-conduct_brenda-preister.pdf

Drug Testing Policy

- Students are required to comply with all drug testing policies as participation in the OTA program and clinical education.
- Refusal to undergo drug testing, failure to complete testing within the required time frame, or a positive test result will result in referral to the Dean of Health Sciences for review and possible dismissal from the program.

Students who choose to defer their education are subject to the following procedures:

A student may request a Leave of Absence for medical emergencies or for other extraordinary circumstances. A Leave of Absence is generally applicable when the student will be absent for two or more consecutive class periods or unable to participate (via other modalities) for two or more consecutive days. Students must request a Leave of Absence through the Director of Student Development. Students enrolled in the OTA program who choose to defer their education for a later date for any reason will be allowed to return to complete their program of study based on seat availability. Students who have been inactive for more than two years will be required to reapply to the program, meet all academic eligibility requirements, and begin in the first-semester coursework of the program. Please follow the college policy on leave of absences, link is provided below.

<https://www.cccneb.edu/student-life/student-policies-and-procedures/leave-of-absence-procedures/>

GRADING PHILOSOPHY

Grades are a global representation of student learning throughout the semester. Formative feedback from instructors will be provided often, in order that grades reflect the student's educational status and achievement as accurately as possible. Students are encouraged to actively seek and use feedback for self-improvement. The focus is on the process of learning, not on competing for a grade. You will not jeopardize your own grades if you help other students or seek help with course work - in fact, encouraging and facilitating others' learning is inherent to constructivist education and an important demonstration of professionalism and citizenship, both valued components of the OTA Program at Central Community College and an important aspect of the OTA Curriculum Design. Because this is a professional program that carries with it many responsibilities to future clients and the profession, a letter grade of D is unacceptable. Students must pass all OTHA coursework with a letter grade of C or higher.

Grading Scale

A	93-100
B+	89-92
B	85-88
C+	81-84
C	77-80
D+	73-76
D	69-72
F	Below 68

Guidelines for Success

There are resources on campus, including instructors and your assigned advisor, which are available to assist you in being successful as a student in the program. Please be sure to ask questions, take responsibility for your own learning and seek out necessary resources to ensure your success. It is mandatory to make an appointment with an instructor and/or advisor if you fail any assignment, quiz, or exam. It is the students' responsibility to make appointment with the instructor. There is an Academic Success Center and a Writing Center on campus that instructors will encourage you to visit. It is highly recommended to seek out Writing Center assistance on all assigned papers in the program. The services provided by the Success Center and Writing Center offer a variety of services designated to help students improve their grades. Tutoring is available at no cost. To assist students with concerns that would be best served by a counselor, the Central Community College Student Services division has a contractual relationship with the Family Resource Center to provide some clinical counseling sessions for students at no cost. For more information, on all the above, please visit the college catalog or search Student services: <https://www.cccneb.edu/nextsteps>

Please visit the institutions information on all student services at <https://www.cccneb.edu/studentervices>

Complaints, Concerns, Grade Appeals

A formal complaint is a request for the resolution of a problem, conflict, concern or issue that negatively impacts a student or students. Student formal complaints may include (but are not limited to) issues regarding classroom instruction, college policies, procedures, services and offices. Students are encouraged to review CCC's formal complaint procedures prior to submitting a complaint. The program values open communication and encourages students to seek resolution to concerns in a professional and respectful manner. Students are encouraged to first attempt to resolve any concern by meeting directly with the individual involved (e.g., instructor, fieldwork educator, or staff member). Most issues can be addressed effectively through open dialogue and mutual understanding. If the concern is not resolved informally, students may pursue a formal complaint or grade appeal through the institution's established policies and procedures. The program follows all institutional processes, and students must adhere to the college's official guidelines for filing and addressing complaints, grievances, and appeals.

Policy:

- The program does not maintain a separate departmental complaint or appeal process. All formal concerns, formal complaints, and grade appeals must follow the college's official procedures.

- Students should refer to the college catalog, student handbook, or institutional website for detailed information regarding complaint and appeal processes.
- Retaliation for raising a concern or filing a formal complaint is strictly prohibited.

Procedure:

1. **Informal Resolution:** The student is encouraged to meet with the individual involved to discuss and attempt to resolve the concern.
2. **Escalation:** If the concern remains unresolved, the student should contact the Program Director for guidance and support in navigating institutional processes.
3. **Formal Complaint or Appeal:** If necessary, the student may initiate a formal complaint or grade appeal following the procedures outlined by the college or institution. Forms, timelines, and instructions for filing are available through the institution's student services or academic affairs office.
4. **Documentation:** Students are encouraged to keep written records of all communication and steps taken in the resolution process.

Please note: Any due process, Title IX or student complaints or concerns can be addressed utilizing the college's student policies found with the following links:

<https://www.ccnneb.edu/studentpoliciesandprocedures> <https://www.ccnneb.edu/studentcomplaintprocess>

The program is committed to supporting students in addressing concerns while ensuring fairness, transparency, and compliance with institutional policies. Please visit and review the institutions policy at <https://www.ccnneb.edu/studentcomplaintprocess>

Academic Honesty

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

1. Plagiarism - presenting someone else's words, ideas, or data as your own work.
2. Fabrication - using invented information or falsifying research or other findings.
3. Cheating - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered. Examples include, but are not limited to:
 - a. Copying from another learner's work.
 - b. Allowing another learner to copy from your work.
 - c. Using resource materials or information to complete an assessment without permission from your instructor.
 - d. Collaborating on an assessment (graded assignment or test) without permission from the instructor.
 - e. Taking a test for someone else or permitting someone else to take a test for you.

Academic Misconduct

Other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects, or other artifacts that document achievement of learning outcomes.

Independent Work

Periodically throughout the program you will be asked to participate in independent activities which may take several different forms, such as independent study, interactive instruction, laboratory exercises, research, internet exploration, and community participatory activities associated with Level I fieldwork experiences. These activities are an integral part of the total curriculum but will have minimal instructor involvement. They provide you with the opportunity to demonstrate your ability to work independently to meet a designated goal as well as to show development in the various core abilities associated with the program.

Attendance

As an adult learner, you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, and/or a caregiver to a family member. If you are a full-time student, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. As your instructors, we, too, have many responsibilities and multiple roles. It is essential to work together to accomplish the intended learning outcomes for all courses. Responsible attendance means that you will plan your schedule so that you can be present for scheduled class sessions and manage your time so that you can complete your assignments and assessments on or before the date they are due. It is your responsibility as a student to communicate with the instructor before being tardy or absent and plan to make up your assignment(s) or class activities missed. It is important to make sure you do not schedule work or trips when classes and fieldwork are scheduled, even if the syllabus denotes there is no class. There are times when the course outline may change due to various reasons; therefore, make sure you make class the priority. Students are required to follow the policies in place for each instructor per the class syllabus.

Late Assignments

Any assignments not turned in on time will be considered late. Late assignments will result in a 10% -50% (depending on course and assignment) grade reduction after work is graded. Assignments not turned in within one week will be considered a 0%. It is your responsibility to communicate with your instructor regarding any late assignments. It is expected to communicate with instructors early to make arrangements for any missed work. Please see each course syllabus for specific policies for each course regarding late assignments. The syllabus supersedes the handbook.

Missed Exams

Attendance and participation are essential components of success in the OTA program. Exams are a critical measure of student learning and professional readiness. Therefore, it is expected that students will be present for all scheduled examinations.

Advance Notification Required:

- If a student is unable to attend a scheduled exam, they must notify the course instructor *prior* to the start of the exam. Notification must be made via email, text, phone call, or in person and include the reason for the absence.

Acceptable Circumstances:

- Make-up exams will only be considered in cases of serious illness, family emergency, or other extenuating circumstances deemed acceptable by the instructor. Supporting documentation may be required.

Failure to Communicate:

- If a student fails to notify the instructor ahead of time or does not attend the exam without approved justification, the student will receive an immediate grade of zero for that exam.
- If a student fails to take the exam within the parameters outlined by the instructor, an immediate grade of zero will be given for the exam.

Professional Responsibility:

- Consistent attendance and timely communication reflect the professional behavior expected in clinical practice. Repeated absences or missed exams, even with notice, student must meet with instructor and program director to discuss a success plan and learning contract outlining consequences and resources for student success.

This policy is in place to promote fairness, accountability, and preparedness—key values in the occupational therapy profession.

ADA Statement

If you have a disability that may prevent you from meeting course requirements, contact the instructor immediately to file a student disability statement and to develop an accommodation plan. Course requirements will not be waived, but reasonable accommodations will be developed to assist you in meeting the requirements. You are expected to work with the instructor and with a student service counselor to develop and implement a reasonable accommodation plan.

Please see the essential functions necessary for program completion

Campus Security

CCC College Security is committed to creating a safe and secure environment to enhance the educational experience. We promote safety and security on our Grand Island, Columbus and Hastings campuses by contracting with Allied Universal Security to provide 24 hour security staff.

Whether you are a student, faculty, staff member or a guest, we value your presence and want you to feel at ease while on our campuses. CCC Alerts, is Central Community College's emergency notification system. CCC uses this system to make announcements for weather closings as well as other campus emergencies through text messaging, emails and automated voice calling. Signs are posted for tornado shelters and alerts help assist students in evaluating the college(s). Any due process or CARE team reports can be found at <https://www.cccneb.edu/dueprocessprocedures>

The CARE Team is available for consultation with campus community members regarding students whose behaviors are of concern because they may pose a threat to themselves or others.

https://cm.maxient.com/reportingform.php?CentralCCNeb&layout_id=2

Campuses and parking lots equipped with video surveillance cameras.

College-wide emergency and weather alert systems.

Alcohol and tobacco-free college.

Campus safety escorts provided when requested.

College regular emergency and weather evacuation drills.

Exterior and Interior door numbers.

Gun free college.

Security Contacts

College Emergencies: 911

Campuses Non-Emergency: Allied Universal Security

Columbus: 402-910-6665

Grand Island: 308-258-4342

Hastings: 402-705-1389

<https://www.cccneb.edu/security>

Occupational Therapy Program Policy on the Use of Artificial Intelligence (AI)

The purpose of this policy is to guide the responsible and ethical use of Artificial Intelligence (AI) technologies within the Occupational Therapy Assistant (OTA) program. As AI tools become more integrated into healthcare and education, it is essential that students, faculty, and staff understand how to use these tools in a manner that upholds academic integrity, client safety, and professional standards.

Scope

This policy applies to all students, faculty, and staff engaged in academic, clinical, or administrative activities related to the OTA program

Acceptable Uses of AI

AI tools may be used to support learning, clinical reasoning, communication, and administrative efficiency, provided they are used responsibly. Examples of acceptable uses include:

- Grammar and spelling checks for written assignments.
- Brainstorming or organizing outlines for projects or papers.
- Practicing documentation skills with AI-generated case scenarios.
- Analyzing trends in healthcare or research through credible AI-powered databases.
- Generating mock patient profiles for clinical simulations (with faculty approval).
- Using AI for data analysis in research with proper attribution.

Unacceptable Uses of AI

AI tools must not be used to:

- Generate entire assignments, discussion posts, or papers for submission.
- Fabricate references or falsify citations.
- Complete exams, quizzes, or assessments meant to evaluate personal understanding or skills.
- Violate copyright laws or use proprietary data without permission.
- Bypass clinical reasoning processes or make treatment decisions in place of licensed professionals.

***Please make sure you look at assignments in syllabus for acceptable and unacceptable uses/directions on usage for all OTA assignments*

Academic Integrity and Attribution

All use of AI must be transparent. When content is generated, influenced, or supported by AI, students are required to:

- Acknowledge the use of AI in a footnote, appendix, or assignment cover page.

- Cite tools (e.g., ChatGPT, Grammarly, Scite) according to APA guidelines when applicable. Failure to disclose AI use may be considered academic dishonesty and subject to disciplinary action per institutional policy.

Professionalism and Clinical Use

Occupational therapy students must understand that AI is a supportive tool, not a substitute for clinical judgment or ethical practice. Students must:

- Verify all information obtained from AI against evidence-based resources.
- Never use AI tools during clinical fieldwork to make decisions without supervision.
- Protect client confidentiality when discussing scenarios or using AI tools—no real patient data may be entered into any AI system.

Faculty Responsibilities

Faculty are encouraged to:

- Educate students on appropriate and ethical AI use.
- Provide clear guidance on permitted AI use per assignment.
- Foster critical thinking and ensure AI complements—not replaces—learning objectives.

Policy Violations

Violations of this policy may result in consequences including but not limited to:

- Academic sanctions (e.g., failing grade, remediation plan).
- Referral to the CCC academic integrity committee(s)
- Removal from the OTA Program for repeated or serious offenses.

Conclusion

The OTA program supports innovation and the responsible integration of technology in education and practice. The use of AI must always align with professional ethics, academic standards, and the mission of promoting safe and effective occupational therapy services.

PROFESSIONAL DEVELOPMENT, REQUIREMENTS AND MEMBERSHIPS

AOTA

American Occupational Therapy Association: Lifelong learning is embedded in the curriculum design for the OTA program. It is mandatory for students, who are accepted and enrolled in the OTA program to have membership to the American Occupational Therapy Association (AOTA). Students will visit <http://www.aota.org> and become a member. Students will be responsible for providing a copy of their membership to the department annually. Membership to AOTA provides a multitude of resources and will be used throughout the curriculum.

NOTA

Nebraska Occupational Therapy Association: It is mandatory for students, who are accepted and enrolled in the OTA program to have membership to the Nebraska Occupational Therapy Association (NOTA). Students will visit <https://nota.memberclicks.net/login#/login> and become a member. Students will be responsible for providing a copy of

their membership to the department annually. Membership to NOTA is a professional responsibility that will provide opportunities for networking and a multitude of resources.

SOTA

Student Occupational Therapy Association: The OTA program also has professional development opportunities. Becoming a member of the Student Occupational Therapy Association (SOTA) is recommended. Through the SOTA organization, students can have opportunities for leadership development through participation in the offices of the organization. Students who belong to SOTA typically meet once a month, plan social events, service to the profession, or college events.

AOTA ASD

Students also have an opportunity to be a delegate to the Assembly of Student Delegates (ASD). The national student committee of AOTA is responsible for student issues of the profession and association. There is an annual ASD meeting held before the national AOTA conference. Each accredited program has one elected delegate. SOTA and the SOTA's faculty advisor are responsible for helping to fill such a role. If a student is interested, they must seek out the president of SOTA and the faculty advisor of SOTA.

OTA PROFESSIONALISM EXPECTATIONS

It is expected in the Occupational Therapy Assistant (OTA) program that students learn, practice, and strive to be professional, and ethical and can provide quality occupational therapy services. The program's curriculum design has concepts of professionalism, ethics, and quality threaded throughout. Below is specifically how the curriculum threads the concept of professionalism.

Students are first introduced to professionalism during the mandatory OTA Orientation, held before the fall start date. During this orientation, students are introduced to the concept of professionalism, the classes which instruct on professionalism, and examples given regarding professionalism expectations throughout the program. Again, the program has a developmental approach in progressing the skillsets, as the student moves through the curriculum.

In OTHA 1000 Introduction to Occupational Therapy, students review the definition of professionalism and discuss professionalism expectations in the college arena and the workplace.

In OTHA 2050 Fieldwork Practicum Level I, students complete a self-assessment on professionalism (please see forms appendix). Students work with the instructor to create goals and action plans on how they can improve on professional skillsets.

In OTHA 2470 Documentation and Professional Skills, students take an in-depth approach to learning, practicing, and improving on professionalism skills. Students review their past self-assessments and reflect and reassess their skillsets. The instructor, while working with the student's advisor and/or program director, will also assess the student and provide feedback (in forms appendix). The instructor works with students to create new goals and create action plans for improvement before going on Level II Fieldwork.

If, at any time throughout the program, an instructor, staff, or program director has evidence that a student is exhibiting excellent professionalism or any unprofessional behavior, a professionalism form will be filled out and gone over with the advisor and/or instructor and student. The student and instructor work together to create an improvement plan. If a student continually demonstrates unprofessional behavior; this could impact the student's ability to progress in the curriculum and complete fieldwork.

Both Instructor and self-assessments will be utilized to document behaviors that are commendable or considered unprofessional. The professionalism forms will be utilized as a tool for the student to be aware of the behavior(s), reinforce,

and/or make a plan of action to practice and exhibit professionalism at all times. These dispositions also parallel the curriculum design concepts of quality, advocacy, and ethics.

Areas of focus:

Attendance

Student attends, arrives on time and is actively participating. Student is appropriate on electronic devices, no texting; phone turned off or on vibrate, no surfing internet etc.). Student communicates with instructor if tardy or absent prior to and makes up work in a timely manner.

Communication

Student expresses self professionally in all oral and written communication, including social media. Checks email often, uses appropriate language, facial expressions, eye contact and attentive body language. Actively participates and speaks positively to others.

Collaboration

Student has an overall positive disposition. This means the student is a team player, shows initiative, contributes share of group work, is a positive team member, and demonstrates respect for others. The student is not mocking others, rolling eyes or showing disrespect for peers, the program, community partners, fieldwork or faculty members. Seeks out opportunities to volunteer both inside and outside of the classroom. Helps others.

Ethical

Concepts of ethical responsibility are a part of the curriculum design. Student maintains confidentiality, HIPAA, Code of Ethics. Student has integrity, dependable and is trustworthy. Student is accountable and able to act independently. Please refer to the Code of Ethics on next pages.

Appearance

Student dresses professionally, according to each situation, covers tattoos, facial and body piercings, and demonstrates appropriate hygiene and grooming.

Content/Knowledge

Quality, competent, and evidence-based are all part of the curriculum design. The student is reflective, flexible, and open to new ideas. Student relies on information from a variety of sources, use evidence-based practice, share information with others, curious about new knowledge and learning. The student asks questions, is passionate, positive, and an advocate for the profession. Students can articulate the concept of lifelong learning. Students are globally aware and can meet current and future practice trends.

Please refer to the Professionalism forms in the Appendix section of this handbook

SERVICE REQUIREMENTS

In alignment with the mission and philosophy of the OTA program and the core values of the occupational therapy profession, all students are required to complete a minimum of 10 hours of community service. Service to others is a fundamental principle of occupational therapy, emphasizing empathy, advocacy, and engagement in meaningful occupations that enhance quality of life. By participating in community service, students develop professional responsibility, cultural competence, and a deeper understanding of diverse populations and the impact of occupation on well-being. This requirement reinforces our commitment to fostering compassionate, service-oriented practitioners who recognize the importance of community engagement in promoting health, inclusion, and participation across the lifespan. A minimum of five hours must be completed on campus and a minimum of five hours can be completed in the community. It is your responsibility to seek out community service in the community. There will be multiple opportunities to sign up for service on campus; however, students may also seek out their own service on campus.

Students are required to turn in documentation of hours in OTHA 2500 Ethics, Management and Leadership prior to Thanksgiving in fall semester. Community service verification form is in the appendix of this handbook. Students may also turn in their hours at any time prior to their fourth semester Thanksgiving deadline to the program director.

FIELDWORK REQUIREMENTS AND GUIDELINES

Fieldwork is an essential component in your journey of learning in the occupational therapy assistant curriculum. These experiences allow you to apply what you have learned in the classroom to the real-life application of skills and knowledge. To meet programmatic goals, it is the philosophy of the program to ensure you are exposed to a variety of practice settings and experiences across the lifespan. Students participate in Level I and Level II fieldwork.

****Please see the Fieldwork Manual for all policies, procedures and requirements

IMMUNIZATIONS AND HEALTH STATUS REQUIREMENTS

The student shall complete the following OTA program health requirements before the start of fieldwork:

- 1) Required documentation of immunization history with dates for:
 - a. TB skin test or chest X-ray (annually).
 - b. MMR requiring 2 doses. Documentation of vaccination or testing reflecting evidence for measles, mumps, and rubella (German measles) immunity.
 - c. Hepatitis B vaccine series completed or started or written declination.
 - d. Varicella vaccine or verifiable history of chickenpox or serologic testing for varicella immunity (titer)
 - e. Influenza (annually) or written declination.
 - f. Tdap vaccine. (must be within the last 10 years)
 - g. COVID vaccine (two-shot series and booster if applicable) or approved exemption.
- 2) The student will complete other health information forms or requirements as indicated by the facility.
- 3) The student will complete OSHA-regulated Bloodborne Pathogen Exposure and Hazardous Materials Training annually as presented in the curriculum.
- 4) The student will complete and maintain current certification for CPR at the health professionals' level (American Heart Association: Basic Life Support (BLS) for Healthcare Providers). **needs to be healthcare provider and do not take online. If unsure, please get approval of course prior to taking. If you want to do online, it must be pre-approved to be accepted.
- 5) The student shall notify the facility and the college of any health status that poses an identifiable risk to clients or of any health status that limits her or his ability to provide care.
- 6) The student shall conduct herself/himself in a professional manner as outlined by the Code of Ethics of the AOTA.
- 7) Statements of declination are accepted only for reasons related to medical contraindications and declination based on religious grounds.

Acceptable documents serving as evidence of previous immunization and/or immunity may include:

- an official school immunization record or copy thereof from any primary, secondary, undergraduate, graduate, health professions, or other school;
- a record from any public health department;
- a medical record or form summarizing a medical record and prior immunizations signed by a physician licensed to practice medicine in any jurisdiction of the United States or foreign country or other licensed health professional approved by the Nebraska State Department of Health;
- a report of serology from a licensed laboratory.

A student declining immunization on the basis of religious beliefs must submit a written, signed statement explaining how immunization conflicts with his or her bona fide religious beliefs or practices. A general philosophical or moral objection to immunization shall not suffice as the basis for exemption on religious grounds. The student shall be required to acknowledge in writing that he or she was informed of the value of immunizations and has knowingly declined to have such immunizations for religious reasons. Students who decline immunizations for religious/personal related reasons may be prohibited from completing level I and level II fieldwork in certain settings.

ESSENTIAL FUNCTIONS

Central Community College endorses the Americans with Disabilities Act. By Central Community College Policy, when requested, reasonable accommodations may be provided for individuals with disabilities. The essential functions below are necessary for Occupational Therapy Assistant program admission, progression, and graduation and for the provision of safe and effective occupational therapy assistant treatment and intervention. The essential functions include but are not limited to the ability to:

<p>Professional Behavior</p> <ul style="list-style-type: none">a) Convey caring, respect, sensitivity, tact, compassion, empathy, tolerance, and a healthy attitude toward othersb) Demonstrate a mentally healthy attitude that is age- appropriate in relationship to the clientc) Handle multiple tasks concurrentlyd) Safely perform effective occupational therapy assistant treatment and intervention for clients in a caring contexte) Understand that posing a direct threat to others is unacceptable and subjects one to disciplinef) Not to pose a threat to self or othersg) Function effectively in situations of uncertainty and stress inherent in providing occupational therapy assistant treatment and interventionh) Adapt to changing environments and situationsi) Remain free of prescription, non-prescription or alcohol abusej) Provide occupational therapy assistant care in an appropriate time framek) Accept responsibility, accountability, and ownership of one's actionsl) Seek supervision/consultation in a timely manner1) m) Examine and modify one's own behavior when it interferes with occupational therapy assistant treatment and intervention or learning	<p>Cognitive/Critical Thinking</p> <ul style="list-style-type: none">a) Consistently and dependably engage in the process of critical thinking in order to formulate and implement safe and ethical decisions in a variety of health care settingsb) Demonstrate satisfactory performance on written and practical examinations and/or course assignmentsc) Satisfactorily achieve the program objectives <p>Communication/Interpersonal Relationships</p> <ul style="list-style-type: none">a) Engage in two-way communication and interact effectively with others from a variety of social, emotional, cultural, and intellectual backgroundsb) Work effectively in groupsc) Work effectively independentlyd) Discern and interpret nonverbal communicatione) Express one's ideas and feelings clearlyf) Communicate with others accurately in a timely mannerg) Obtain and share information and communications via technologyh) Effectively read, write, and comprehend the English languagei) Ask for and receive advice during times of uncertainty <p>Safety</p> <ul style="list-style-type: none">a) Detect hazards in the environmentb) Respond rapidly to emergency situations putting client safety first
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OCCUPATIONAL THERAPY ASSISTANT ADMISSIONS PROCEDURES

Begin the admissions process early. You will not be granted consideration to the OTA program until items 1 – 6 are completed. It is the student's responsibility to notify the OTA Administrative Assistant when items are completed.

Admission Criteria and Procedure

1. Complete the Central Community College application. This includes the submission of college and high school transcripts.
2. Complete Background Check (link is on website) (students with a felony will not be permitted into the program)
3. Schedule an informational meeting with the department.
4. Meet program specific academic eligibility. This is accomplished by attaining minimum scores on the ACT, Next Gen, MAPS, or Accuplacer. Test scores must be within 3 years of your OTA application. If the scores are older than 3 years, MAPS tests are offered at all Central Community College campuses. Call the campus nearest you to schedule a day/time for your test.

Program specific minimum scores are listed below:

ACT TEST	NEXT GEN	Accuplacer Placement Test	MAPS
Composite ≥ 19	Reading ≥ 263	Reading ≥ 74	Reading ≥ 223
Math ≥ 19	Writing ≥ 263	Sent-Skills ≥ 84	Writing $\geq .232$
All other areas ≥ 18	Algebra ≥ 246	Elem Algebra ≥ 57	Math ≥ 240

5. Complete 10 hours of observation with a Certified Occupational Therapy Assistant (COTA) or a Registered Occupational Therapist OTR at two different practice sites.
 - Hours can be completed by observing any **two areas** of OT practice. OT Observation Form must be submitted.

All required forms can be downloaded and printed from the CCC OTA program webpage. Please note that verification forms must be completed and returned in a sealed envelope by the person at the organization completing the form.

www.cccneb.edu/OTA

Selection Process

The Occupational Therapy Assistant Program values diversity as a strength that enhances learning, clinical reasoning, and client-centered care. Diversity within our program includes, but is not limited to, differences in age, life experience, educational background, socioeconomic status, cultural identity, geographic origin, abilities, and pathways to healthcare. The program is committed to inclusive and holistic recruitment and admissions practices that recognize multiple routes to becoming an effective occupational therapy assistant and that support the development of a workforce reflective of the communities we serve.

Enrollment in the program is limited to 23 students yearly (fall semester start). All students meeting academic eligibility and completing steps 1 through 5 above will be accepted into the program based on the date their file was completed. If more than 23 students meet academic eligibility, a waiting list will be created. In the event a student from the waiting list cannot be placed into a class, they will automatically secure a spot in the following year's class. Application materials of students not meeting academic eligibility but continuing to work toward meeting admission requirements will be kept on file for a period of two admission cycles, after which time a student will need to reapply to the program meeting the stated requirements for all first-time applicants.

APPROXIMATE EDUCATIONAL COSTS – OTA PROGRAM

In addition to college fees, tuition, and costs associated with book and course supplies and materials, students who are accepted into the program must:

- Pass a background check and drug testing
- Complete a healthcare provider CPR course and maintain certification throughout the program.
- Submit documentation of required immunizations and tests (Hepatitis B, MMR, TB, flu, DPT, Polio, Varicella, TB test, COVID) or sign a waiver before fieldwork placement.
- Purchase professional liability insurance through the college.
- Incur the cost of Level I and Level II fieldwork associated expenses.
- Become student members of the American Occupational Therapy Association and the Nebraska Occupational Therapy Association and maintain membership throughout the program.
- Incur the cost of sitting for the NBCOT examination.

Approximate Educational Costs for OTA Program

**College tuition and fees are established by Board of Governors and may be subject to cha

	Fall	Spring	Summer	Fall	Spring	Total
Tuition and fees In-state \$112 Out of state \$160	\$1,792 In \$2,560 Out	\$1,904 In \$2,720 Out	\$1,456 In \$2,080 Out	\$1,456 In \$2,080 Out	\$1,568 In \$2,240 Out	\$8176 In state \$11,680 Out
Books/Materials	\$350	\$374	\$200	\$286	\$50	\$1,260
Liability Insurance			\$12		\$12	\$24
Background Check *may have to be repeated depending on fieldwork site	\$50					\$50
Drug Test *may have to be repeated depending on fieldwork site				\$50		\$50
Professional Memberships AOTA/NOTA	\$75 AOTA \$30 NOTA			\$75 AOTA \$30 NOTA		\$210
CPR/Immunizations (cost depends on shots/titer needed)			\$70/Varies			\$70
PAMs			\$100			\$100
NBCOT exam (post-graduation expense)						Online: \$500 Printed: \$540
Total	\$2,297 In \$3,065 Out	\$2,278 In \$3,094 Out	\$1,838 In \$2,462 Out	\$1,897 In \$2,521 Out	\$1,630 In \$2,302 Out	\$9,940 In \$13,444 Out

COSTS AND REFUNDS CAN ALSO BE FOUND AT:

[HTTPS://WWW.CCCNEB.OTA](https://www.cccneb.edu/ota)

[HTTPS://WWW.CCCNEB.EDU/COSTS](https://www.cccneb.edu/costs)

SAFETY POLICY AND PROCEDURES

GENERAL LABORATORY & SAFETY POLICIES & PROCEDURES

The personal safety and health of everyone in the Occupational Therapy Assistant (OTA) Program is of primary importance. This policy will be reviewed and re-evaluated annually to ensure that safety guidelines are being met.

Anyone seeing unsafe conditions must report it immediately to a staff member. In the event of a safety incident, a thorough investigation will be made to determine the cause and if corrective action needs to be taken, even if no injury or illness resulted from the incident.

In the laboratory, students will use a variety of different materials and will be responsible for familiarizing themselves with the MSDS and other safety information about supplies and equipment used. Students will be responsible for maintaining safe work areas and following all safety procedures. Learning activities for these policies will be gone over in each course. Students are required to read this manual and go over college safety materials at the new student orientation. After the training, students will sign the policy page and return it to the OTA Department where it will be kept in each student's individual file.

Self-Disclosure of Student Conditions

Students are encouraged to disclose any allergies or medical conditions that may be aggravated by using chemicals and doing lab work.

Restricted Access to Laboratories

Only those students who are registered in an OTA laboratory course are allowed in the lab. Lab courses or lab activities within courses will be limited in number to increase the learning environment. Students will be split into half for activities and lab courses. Visitors and children are required to have special permission to be in the lab because of the risk of injury. OTA students may do presentations in the lab, during which time visitors will be allowed with faculty approval and/or supervision.

Dress Code

Students should dress comfortable to participate in their lab and occupation-based activities. They should not wear jewelry, etc., as this could cause potential problems for their safety and others safety. Open-toed shoes and sandals will be prohibited in the lab. If hair is longer than shoulder length, it needs to be tied back at all times.

Personal Protective Equipment

Students will be required to follow the manufacturer's recommendations for personal protective equipment found in the Material Safety Data Sheet (MSDS) for the product in use. At a minimum, students will be required to wear gloves when handling any hazardous materials. Protective eyewear: impact safety glasses will need to be worn when operating power tools such as the saw and drill. Chemical splash goggles will be worn when there is any danger which could result in liquid splashes to the eye that might not be prevented by safety glasses (even with side shields).

First-Aid Kits

A first-aid kit is located above the sink in Room 905, the Lab Area. The kit will be used to treat minor injuries. Medical treatment or consultation may be obtained by anyone receiving injuries.

The Course Instructor should be notified of any injuries, including minor ones, so an accident/injury report can be filled out. The report will be kept on file in the OTA Department office, the college business office, and a copy will be kept in the student's file. Minor injuries may indicate a situation that needs corrected, so all accidents/injuries will be investigated.

The location and phone number of emergency services and the Poison Control Center (1-800-522-4611) are clearly posted on the cabinet door.

The OTA Program Director is responsible for maintaining the first-aid kit(s). A log is attached to the kit indicating the last inspection date. It should include items such as Band-aids®, sterile gauze pads, bandages, scissors, antiseptic wipes or ointments, and a first aid card. All kits should also contain examination gloves for response to emergencies where blood is present.

Chemical Inventory

A chemical inventory list of all products will be kept inside the flammables' storage cabinet, and a second copy will be kept in the OTA program office.

Chemical Safety Information

All chemicals not in use shall be properly stored. All flammable chemicals shall be stored in the flammable cabinet.

Location of Material Safety Data Sheets (MSDS)

Safety information sheets related to all hazardous chemicals are located in the MSDS Laboratory Safety Manual. This manual is to at all times be kept on the counter next to the sink in the OTA Lab. Information sheets will be added for all newly purchased supplies stored in the laboratory area. The OTA Administrative Assistant will review the manual quarterly to assure that MSDS safety sheets are current and up-to-date.

EMERGENCY EVACUATION PROCEDURES

Classroom Emergency Procedures

Faculty members need to remain calm and give clear instructions during an evacuation. Emergency evacuation procedures are posted in the facility, and all faculty members will be familiar with these plans to ensure an orderly and safe evacuation. The procedures will be gone over during safety training. CCC Alert system identifies procedures and instructions to all faculty, staff and students.

Everyone should know how to report an emergency. Persons with special needs should have the information they need to deal with the situation at hand.

Building Evacuation

Floor plans are posted in all college buildings on the Grand Island campus showing specific building evacuation routes. If you are notified to evacuate the building or an alarm is sounded, please proceed to the nearest exit.

After leaving the building, everyone should maintain a safe distance from the affected building and keep out of the way of emergency personnel. The designated assemble area for the OTA Department is the entrance to the main campus building across from the south OTA door of the CIT building. After everyone has assembled, a faculty member will take roll call to be sure everyone is accounted for and out of the building. If someone is missing, the faculty member will report this immediately to emergency personnel.

Persons with a disability or medical condition may not be able to evacuate without special assistance. Students should inform their instructors in advance of any special needs that may be necessary during an emergency situation. OTA faculty and staff will ensure that individuals with disabilities are provided with assistance during an emergency situation.

Fire Safety Procedures

1. If you discover a fire or smoke, sound the building fire alarm. Know the location of the alarm signal stations and how they operate. Activate the fire alarm immediately.
2. Notify the Fire Department when an alarm is transmitted by dialing 911.
3. WHEN THE FIRE ALARM SOUNDS, LEAVE AT ONCE. Close the doors behind you and proceed into the fire exit and LEAVE THE BUILDING.
4. Feel the door that leads from the office or classroom to the corridor before opening it. If it is hot or smoke is seeping in, do not open. If you cannot reach the fire exit, keep the door closed and seal off any cracks. Use the telephone to call the Fire Department by dialing 911 and give the address of the building and the office/room number.
5. If the door feels cool, open cautiously. Be prepared to close it quickly if the corridor is filled with smoke or if you feel heat pressure against the door. If the corridor is clear, proceed with the building evacuation instructions.
6. If caught in smoke or heat, stay low where the air is better. Take short breaths through your nose until you reach an area of refuge.

An “all clear” will be given by the local fire department. Students should not re-enter the building until instructed to do so by appropriate college personnel.

Hazardous Materials Procedures

Central Community College has a Chemical Hygiene Plan that students are required to follow and is posted in the lab. The OSHA safety guidelines are in addition to all college policies.

The Occupational Therapy Assistant Laboratory does not currently use any radioactive or biological materials.

A spill or release of chemicals inside a building or the environment may be a hazardous materials incident. Users may manage simple spills. Major spills or emergencies require emergency assistance from the fire department or a Hazardous Material (HAZMAT) Team. In the event of a major chemical spill or if a chemical spill is beyond the expertise of the instructor to remediate, notify the local fire department by dialing 911.

Simple Spill	Major Spill or Emergency
Does not spread rapidly.	Spreads rapidly.
Does not endanger people.	Endangers people.
Does not endanger environment.	Endangers environment.
Trained individual can clean up. Must call 911.	

For major spills, notify emergency personnel about the type(s) of materials involved and any other information that may be prudent. Evacuate the area and assemble at a safe distance – upwind. Make sure everyone is accounted for and wait for emergency personnel.

Explosion Procedures

An explosion is caused by a rapid expansion of gas from chemical reactions or incendiary devices. Signs of an explosion may be a very loud noise or series of noises and vibrations, fire, heat or smoke, falling glass or debris, or building damage.

Get out of the building as quickly and calmly as possible and call 911. If items are falling from the ceiling, you can seek shelter under a sturdy table or desk. Help others leave the building and move to designated evacuation areas if required. Make sure to stay clear of emergency vehicles and crews. Untrained persons should not attempt to rescue people who are inside a collapsed building—wait for emergency personnel to arrive. Persons with mobility problems should go to an area of safety and wait for emergency personnel.

Violent Incident Procedures

Violent incidents may include acts of terrorism, assaults, and incidents of workplace violence. Emergency situations should be reported to the police (call 911) and college personnel (dial 0).

If you observe any criminal activity or suspicious behavior on campus, immediately notify the police (911) from a safe location. Report as much information as possible, including:

- What the person(s) is/are doing,
- Where it is happening,
- Whether weapons are involved, and if so, what type,
- A physical description of the person(s) involved and their clothing,
- A vehicle description and license number and the direction of travel when last seen.

Stay on the phone with the police dispatcher and provide additional information as the situation changes until the police arrive at your location. If you believe your life is in danger, attempt to leave the area and find a safe place until help arrives. Do not approach or attempt to apprehend the person(s) involved.

UNIVERSAL PRECAUTIONS

Central Community College has adopted a "Bloodborne Pathogen Exposure Control Plan" in accordance with 29 CFR 1910.1030.

"Universal precautions," as defined by CDC, "are a set of precautions designed to prevent transmission of human immunodeficiency virus (HIV), hepatitis B virus (HBV), and other bloodborne pathogens when providing first aid or health care. Under universal precautions, blood and certain body fluids of all patients are considered potentially infectious for HIV, HBV and other bloodborne pathogens." (CDC, 1996). Universal precautions refer to the usual and ordinary steps all school staff and students need to take in order to reduce their risk of infection with HIV, the virus that causes AIDS, as well as all other blood-borne organisms (such as Hepatitis B virus). These steps are universal because they need to be taken in all cases, not just when a staff member or a student is now to have HIV. They are precautions because they require foresight and planning and should be integrated into existing safety guidelines.

Areas contaminated with blood or body fluids will be cleaned by properly trained personnel in accordance with the guidelines set forth in CCC's "Bloodborne Pathogen Exposure Control Plan." Students should make the instructor aware of any blood/body fluid contamination immediately. Hands or other skin surfaces will be washed immediately if contaminated with blood or other body fluids.

Gloves will be worn when touching blood or other body fluids, mucus membranes, nonintact skin, or handling items or surfaces soiled with blood or other body fluids. Gloves will be disposed of after a single use. Hands will be washed immediately upon glove removal.

If it is anticipated droplets of blood or any body fluids may come in contact with the mucus membranes of the employee's eyes, nose, or mouth, he/she will wear protective equipment (i.e., goggles or face shield).

Contaminated items should be placed in red bags marked with bio-hazard indicator and secured. Biohazardous waste bags must be red in color and labeled with either the words "Biohazardous Waste," or with a biohazard symbol and the word "Biohazard." These bags must be disposable and impervious to moisture and have strength sufficient to preclude ripping, tearing, or bursting under normal conditions of usage and handling.

***Students will receive documented training on infection control, Blood Borne pathogens and HIPAA in fieldwork class.**

SPECIFIC MODALITIES/SUPPLIES SAFETY PROCEDURES

All supplies and devices are not used every day. Equipment will be inspected and cleaned according to the manufacturer's guidelines before and after use by faculty, staff, and students. These guidelines are kept in a file cabinet in Room 909 by the OTA Program Administrative Assistant. Equipment of electrical nature will be stored in the lab and inspected for safety and certified by a Certified Electrical Technician annually. There will be dates of inspection stickers on the equipment, and documentation will be kept in Room 909 by the Administrative Assistant. Equipment is stored in a cabinet or closet at the end of the class, and the lab door is locked when no one is in the area. Damaged equipment should be tagged and reported to OTA faculty immediately. Faculty shall clean, disinfect, and store equipment after its use. Appropriate cleaning supplies and personal protective equipment available in the laboratory.

Paraffin Machine

When the paraffin is used, the temperature will be 125-130 degrees and cleaned weekly according to manufacturer's instructions.

Hydrocollator

The temperature of the hydrocollator will be 160-175 degrees. It should be cleaned monthly.

Cold Packs

Cold packs should be 23 degrees. These and hotpacks should be thrown away if there are tears or leaks.

Suspended Pediatric Equipment

A variety of swings, bolster, platform, etc. are used to demonstrate pediatric and sensory-based treatments. Hazards associated with swings include back, neck, and shoulder injury due to poor body mechanics or awkward movements; potential dizziness, nausea, or vomiting due to movement; injury to client falling off swing or losing balance; injury to people in the path of the swing.

The following safety precautions shall be followed when using swings: ensure protective padding on floor under swings and cushioning surrounding potential nearby hazards; ensure appropriate set-up of swings before proceeding with activity; provide proper support to participant on swing; identify a clear safety area for observing use of swing, while staying out of swing path.

Craft Supplies

Water-based paints include watercolor, acrylic and tempera. Water is used for thinning and cleanup. There are hazards associated with water-based paints. Acrylic paints contain a small amount of ammonia, so some sensitive people may experience eye, nose, and throat irritation from the ammonia. Acrylics contain a very small amount of formaldehyde as a preservative. People already sensitized to formaldehyde may experience allergic reactions from the trace amount of formaldehyde found in acrylics.

The following safety precautions shall be followed when working with water-based paints: open a window while using acrylic paints; never use lips to point the end of the paintbrush; and eating, smoking, and drinking are prohibited in the lab while art materials are being used.

Dry Drawing Media

Dry drawing media includes dust-creating materials (charcoal, pastels, chalk, and pencils) and media that do not create dust (like crayons and oil pastels). There are hazards associated with dry drawing media.

Charcoal is considered a hazard because of dust. The dust, if inhaled in large amounts, can lead to chronic lung problems through an irritation and clogging effect. Do not blow excess charcoal dust off a drawing as this is a major source of

charcoal inhalation. Colored chalks are considered the same as charcoal, and some are dustier than others. Anyone with asthma may have trouble with dusty chalks.

Pastel sticks and pencils consist of pigments bound into solid form by a resin. Inhalation of pastel dusts is a major hazard, especially if blowing excess pastel dust off the drawing. Pastels may contain toxic pigments such as chrome yellow (lead chromate), which can cause lung cancer, and cadmium pigments which can cause kidney and lung damage and are suspect human carcinogens

The following safety precautions will be followed when working with dry drawing media: use the least dusty types of pastels, chalks, and pencils; switch to oil pastels or similar non-dusty media when possible; do not blow off excess pastel or charcoal dust with your mouth (tap off the built up dust so it falls to the floor); wet-mop and wet-wipe all surfaces clean of dusts; and a mask can be worn for protection from inhalation of dusts.

Glue

Glues used for joining wood include white glue and wood glue. Hazards associated with glue include: water-based glues, white glue (polyvinyl acetate), and other water-based adhesives are slightly toxic through skin contact and only slightly toxic through inhalation or ingestion.

The following safety precautions shall be followed when gluing wood: use water-based glues for craft projects and provide window ventilation when large amounts of glue are used.

POLICY FOR PEDIATRIC LAB

Cleaning Toys

Toys will be cleaned after each individual child has used a toy, particularly toys used by infants and toddlers.

Small plastic toys with no batteries will either be run through the dishwasher or scrubbed with a clean rag in soapy water, rinsed, sanitized by dipping in diluted bleach (1/4 cup bleach to 1 gallon of water), stickers on the toy dried with a clean towel, and the toy allowed to air-dry. Non-toxic sanitizer may also be used.

Toys with batteries will be sprayed with canned air to dislodge debris, cleaned on the outside with soapy water and clean water, wiped with the diluted bleach solution, and allowed to air-dry. Another method that may be used is putting a few drops of antibacterial soap in very warm water and adding one to two tablespoons of white vinegar. Mix up mixture with rag, wring out rag, and wipe the surface of toys, rub over keys and buttons, dry stickers with a clean towel, and allow the toy to air-dry. Non-toxic sanitizer may also be used.

Large plastic, metal, or wooden toys and equipment are to be cleaned on the surface with soap and water, wiped with bleach solution, stickers dried with a clean towel, and allowed to air-dry. Non-toxic sanitizer may also be used.

Fabric toys and equipment should be washed in the laundry in laundry soap and hot water.

Actions in the Pediatric Lab

General safety precautions will be followed when anyone is in the Pediatric Lab. No unnecessary risks or play tactics will be used by anyone in the Pediatric Lab to ensure the safety of everyone.

FORMS APPENDIX

Professionalism Skillset Self-Assessment

The intended purpose for this is to assess your professionalism skillsets. Please read and reflect on your professionalism skillsets demonstrated on a consistent basis. This is a tool for you to reflect and work on good professional behaviors. Please seek out assistance from instructors, peers or CCC research to aid in professionalism.

Professional Behavior	Strengths and Improvements
Attendance Student attends, arrives on time and is actively participating. Student is appropriate on electronic devices, no texting; phone turned off or on vibrate, no surfing internet etc.). Student communicates with instructor if tardy or absent prior to and makes up work in timely manner.	
Communication Student expresses self professionally in all oral and written communication including social media. Checks email often, uses appropriate language, facial expressions, eye contact and attentive body language. Actively participates and speaks positively to others.	
Collaboration Student has an overall positive disposition. This means the student is a team player, shows initiative, contributes share of group work, is a positive team member, and demonstrates respect for others. The student is not mocking others, rolling eyes or showing disrespect for peers, the program, community partners, fieldwork or faculty members. Seeks out opportunities to volunteer both inside and outside of the classroom. Helps others.	
Ethical Student maintains confidentiality, HIPAA, Code of Ethics. Student has integrity, dependable and is trustworthy. Student is accountable and able to act independently.	
Appearance Student dresses professionally, according to each situation, covers tattoos, facial and body piercings, and demonstrates appropriate hygiene and grooming.	
Content/Knowledge Student is reflective, flexible and open to new ideas. Student relies on information from a variety of sources, and uses evidence based practice, shares information with others, curious for new knowledge and learning. Student asks questions, is passionate, positive and an advocate for the profession. Student is able to articulate the concept of lifelong learning. Student is globally aware and is able to meet current and future practice trends.	

Please provide an action plan for improvement regarding professionalism.

Professional Skillset to Improve	Steps for Improvement

X

Student Signature

Professionalism Skillset Assessment for Instructor/Advisor

Instructor and/or advisor please reflect on student performance and provide insight into the strengths and weaknesses observed for the student. Collaborate with student to create an action plan for improvement in professionalism.

Professional Behavior	Strengths, Improvements and Examples
Attendance Student attends, arrives on time and is actively participating. Student is appropriate on electronic devices, no texting; phone turned off or on vibrate, no surfing internet etc.). Student communicates with instructor if tardy or absent prior to and makes up work in timely manner.	
Communication Student expresses self professionally in all oral and written communication including social media. Checks email often, uses appropriate language, facial expressions, eye contact and attentive body language. Actively participates and speaks positively to others.	
Collaboration Student has an overall positive disposition. This means the student is a team player, shows initiative, contributes share of group work, is a positive team member, and demonstrates respect for others. The student is not mocking others, rolling eyes or showing disrespect for peers, the program, community partners, fieldwork or faculty members. Seeks out opportunities to volunteer both inside and outside of the classroom. Helps others.	
Ethical Student maintains confidentiality, HIPAA, Code of Ethics. Student has integrity, dependable and is trustworthy. Student is accountable and able to act independently.	
Appearance Student dresses professionally, according to each situation, covers tattoos, facial and body piercings, and demonstrates appropriate hygiene and grooming.	
Content/Knowledge Student is reflective, flexible and open to new ideas. Student relies on information from a variety of sources, and uses evidence based practice, shares information with others, curious for new knowledge and learning. Student asks questions, is passionate, positive and an advocate for the profession. Student is able to articulate the concept of lifelong learning. Student is globally aware and is able to meet current and future practice trends.	

Please provide an action plan for improvement regarding professionalism.

Professional Skillset to Improve	Steps for Improvement

Student Signature

Date

Instructor/Advisor Signature

Date

STUDENT VERIFICATION OF MEETING ESSENTIAL FUNCTIONS

Read the declarations below and sign only one option. If you are unable to fully meet any criterion, you will need to direct your request to the Program Director of the Occupational Therapy Assistant Program.

_____ I have reviewed the Essential Functions for this program, and I certify that to the best of my knowledge **I currently have the ability to fully perform these functions.** I understand that further evaluation of my ability may be required and conducted by the Occupational Therapy Assistant program faculty if deemed necessary to evaluate my ability prior to admission to the program and for retention and progression through the program.

_____ I have read the Essential Functions for this program, and **I currently am unable to fully meet the items indicated without accommodations.** I am requesting reasonable accommodations on an attached proposal with an explanation of how each accommodation will help me perform the essential work of an occupational therapy assistant student and practitioner.

Student Signature

Date

Printed Name

Student ID #

Student Verification of HIPAA Training

I have received HIPAA training from this program, and I certify that I will adhere to the HIPAA training rules. If I am in doubt of something, I will always consult my supervisor or instructor. I understand that further evaluation of my ability may be required and conducted by the Occupational Therapy Assistant program facility if deemed necessary to evaluate my ability before admission to the program and for retention and progression through the program

Student Signature

Date

Printed Name

Student ID

Central Community College Health Sciences



Immunization Record

Student name: _____ Date: _____
(Please Print)

Date of Birth: _____ Age: _____

MEASLES/MUMPS/RUBELLA (MMR)	
For individuals born after Jan. 1957	
One of the following is required:	
Two required Immunizations:	Or Positive Titer:
#1 Date: _____	Measles Positive Titer - Date: _____
#2 Date: _____	Mumps Positive Titer - Date: _____
	Rubella Positive Titer - Date: _____

VARICELLA (Chickenpox)	
Two required immunizations:	
#1 Date: _____	Or History of chicken pox: Date: _____
#2 Date: _____	Or Positive antibody titer: Date: _____

TETANUS/DIPHTHERIA/PERTUSSIA (Tdap)
Documentation of Tdap immunization within the past 10 years: (If Tdap has not been previously administered, an interval of 2 years since the last TD booster is suggested.)
Date: _____

HEPATITIS B	
Hepatitis B # 1 - Date: _____	Or Positive Antibody Titer - Date: _____
Hepatitis B # 2 - Date: _____	*If titer is negative, repeat the series and titer
Hepatitis B # 3 - Date: _____	

TUBERCULOSIS SKIN TES (PPD)
Tuberculosis: Disease or exposure testing, TB skin testing within the past 12 months and yearly: Results & Date read: Negative: _____ Positive: _____
If positive tuberculin skin test, documentation should include chest x-ray results and medical treatment received Chest X-ray & Medications/Treatment - Date: _____

INFLUENZA VACCINE (YEARLY)	<u>Must have documentation from provider</u>
Vaccine Name: _____	Lot #: _____ Date: _____

TB testing is required yearly prior to first clinical rotation. Influenza vaccine is required yearly.

RETURN FORM TO: Central Community College

Attach copies of actual records or provide physicians signature verifying immunizations.

Physician's Signature: _____ Date: _____



RELEASE OF INFORMATION

Background Check/Drug Test

The Family Educational Rights and Privacy Act (FERPA) bars an educational institution from releasing confidential information about a student—including information about and assessments of her/his academic performance—without the student’s express written consent. You may waive this right by completing this form. You have the right to deactivate this waiver at any time. If you at any time wish to reverse this decision, please complete another Release of Information form.

First Name	Last Name	MI	CCC ID Number (Full 7 digit)

The following records may be released/discussed:

- Criminal Background, which includes the NE DHHS Child and Adult Abuse Registries, and the National Sex Offender Registry, supplied by One Source Background Check Company.
- 10 Panel Drug Test results supplied by One Source Background Check Company.
- Immunization Records

Please release the above information to the following facility:

Facility:	
Contact Name:	
Address:	
City, State, Zip:	
Phone:	
Contact Email:	

Central Community College has my consent to release my information.

Student Signature

Date

Student Handbook Signature Page

Student Handbook

Students are responsible for knowing and adhering to the policies and procedures outlined in the Student Handbook. It is the responsibility of the student to contact the OTA Director or an OTA Instructor if they have a question about the content of the handbook.

I have read and understand the information, policy, and procedures outlined in this handbook.

Student Signature

Date

Printed Name

Student ID #

**Occupational Therapy Assistant Program
Community Service Hours Verification Form**

Student Name: _____
Student ID _____

Organization Name: _____
Organization Address: _____
Supervisor Name: _____
Supervisor Contact (Phone/Email): _____

Date(s) of Service: _____
Total Hours Completed: _____

Description of Service Performed:

Supervisor Verification:

I confirm that the above-named student has completed the community service hours listed above.

Supervisor Signature: _____
Date: _____

Student Acknowledgment:

I confirm that I have completed the community service hours as recorded above and understand that falsification of hours may result in academic consequences.

Student Signature: _____
Date: _____

For Program Use Only:

Verified By: _____
Date Received: _____
Approved: Yes No
Comments: _____

STUDENT POLICY SIGNATURE PAGE

SAFETY HANDBOOK

Students are responsible for knowing the policies and safety procedures in this manual. Each student must also maintain safe work areas in the lab and follow all posted procedures in this manual and in the lab.

I have read and understand the safety information, procedures, and policies in this manual.

Student Signature _____

Date _____



Midwest Regional Fieldwork Consortium

Level I Fieldwork Student Evaluation

Student Name: _____
Facility Name: _____
School Name: _____

Course Number: _____
Dates of Fieldwork: _____
Type of Setting: _____

Please indicate the student's performance on each item using the rating scale below. The following definitions are provided for consistency and clarity. Remember to consider students will need clinical supervision and guidance during this experience. The focus of these experiences is not intended to be independent performance, therefore, the student should be rated based on their performance as a Level I fieldwork student.

Needs Improvement (N): Performance is inconsistent or requires constant supervision and cueing/assistance from fieldwork educator to perform tasks safely and effectively. Performance is weak in many of the required tasks or activities and may occasionally be unacceptable. This student might show minimal interest in the activities/tasks. Opportunities for improvement exist, but further training/experience is indicated.

Meets Expectations (M): Carries out required tasks and activities in a safe and effective manner. This student demonstrates good solid performance in required activities and shows initiative/enthusiasm. This rating would ideally be used more than all others.

Exceeds Expectations (E): Frequently demonstrates clinical performance that surpasses requirements. At times, performance is exceptional. This student shows initiative above what is expected.

Not Applicable/No Opportunity (NA): This is to be used when an item to be scored either was not observed by the supervisor or there was no opportunity for the activity to occur in this setting.

RATING ____ 1. TIME MANAGEMENT SKILLS (Is prompt, responsible, and flexible)

Comments: _____

RATING ____ 2. ORGANIZATION (Sets priorities, is dependable, organized, and follows through with responsibilities. Plans adequately to complete program assignments.)

Comments: _____

RATING ____ 3. WRITTEN COMMUNICATION (Correct grammar, spelling and legibility are noted. Information contained in the written work matches the consumer activity in which the student participated or observed.)

Comments: _____

RATING ____ 4. CLINICAL REASONING/PROBLEM SOLVING (Self reflective, willing to ask questions, able to analyze, synthesize and interpret information; understands the OT process)

Comments: _____

5. USE OF PROFESSIONAL ETHICS

RATING ____ A. Respects confidentiality and consumer's rights

RATING ____ B. Uses precautions and effective safety techniques at all times

RATING ____ C. Complies with facility's policies and procedures

Comments: _____

RATING ____ 6. OBSERVATION SKILLS (Observes relevant behaviors for performance areas and performance components and verbalizes perceptions and observations.)

Comments: _____

RATING ____ 7. PARTICIPATION IN THE SUPERVISORY PROCESS (Gives, receives and responds to feedback; seeks guidance when necessary; follows proper lines of command)

Comments: _____

RATING ____ 8. VERBAL COMMUNICATION AND INTERPERSONAL SKILLS WITH CONSUMERS/STAFF/CAREGIVERS (Interacts appropriately with individuals (e.g.- eye contact, empathy, active listening, respectfulness, use of authority, etc; degree/quality of verbal interactions; use of body language and non-verbal communication)

Comments: _____

RATING ____ 9. PATIENT RELATED ACTIVITIES (Develops therapeutic relationship with consumer taking into consideration contextual dimensions religion, ethnicity, culture, lifestyle); generates appropriate strategies to facilitate achievement of consumer's goals and if feasible plans and assists with carrying out one or more intervention/evaluation sessions)

Comments: _____

10. PROFESSIONAL BEHAVIOR

RATING ____ A. Overall appearance and dress appropriate for the facility

RATING ____ B. Asks appropriate questions and shows initiative to seek and acquire information from a variety of resources

RATING ____ C. Shows the ability to take responsibility for own learning and demonstrates motivation

RATING ____ D. Sets appropriate limits in response to undesirable physical or social behaviors if applicable

RATING ____ E. Deals with personal emotions maturely

RATING ____ F. Demonstrates ability to work in collaboration with the consumer and/or family and a variety of service providers

Comments: _____

RATING ____ 11. OVERALL IMPRESSION OF STUDENT'S PERFORMANCE
(An overall 'N' rating indicates the need for the student to repeat the clinical experience.)

Comments:

Student Signature

Date

Signature of Rater and Title

Date