

LaGuardia Community College
Occupational Therapy Assistant
Student Handbook
2017-2018





The faculty of the LaGuardia Community College Occupational Therapy Assistant Program thanks you for your interest in the Occupational Therapy Assistant Program. We are delighted that you have chosen to consider occupational therapy as a career. It's a wonderful field with a variety of possibilities. This e-guide was developed to provide you with information about occupational therapy, the LaGuardia Community College Occupational Therapy Assistant Program (OTA) and admission and candidacy.

LaGuardia Community College offers an AAS Degree (Associate in Applied Science) for students who successfully complete the Occupational Therapy Assistant Program.

An occupational therapy assistant works under the supervision of a registered occupational therapist to help individuals with physical, psychiatric, developmental, and other disabilities to participate in daily life to the greatest extent possible. Occupational therapy assistants choose and adapt tasks, activities, and therapeutic media to improve the functioning of their clients. They instruct individuals and groups, contribute to evaluation and assessment, and communicate reports of patient progress to the health care team.

Examples of specific jobs tasks performed by occupational therapy assistants include: using play activities to promote development in a child with cerebral palsy or mental retardation, positioning a physically disabled individual so that everyday tasks are easier to perform, constructing simple splinting to properly position an injured hand, instructing a person with schizophrenia in money management, selecting and designing adaptations to assist a frail older person to manage household tasks, helping a depressed person regain energy by providing simple and engaging activities, and coaching the socially withdrawn individual in conversation skills.

LaGuardia's accredited program has existed since 1973. It is the only one within the City University of New York. Academic courses are offered both during the day and the extended day (evenings and/or Saturdays) sessions. A part-time option is also available with the permission of the program director. Clinical fieldwork experiences occur according to the regular work schedule of the assigned facility and are generally Monday through Friday during standard business hours.

The Occupational Therapy Assistant Program is accredited by ACOTE, the Accreditation Council for Occupational Therapy Education of the American

Occupational Therapy Association (AOTA). Graduates of the Occupational Therapy Assistant Program are eligible to sit for the national certification for the occupational therapy assistant administered by the National Board of Certification in Occupational Therapy (NBCOT). Graduates must sit for and pass the NBCOT examination within 12 months of graduation in order to become licensed in New York State to practice as COTAs. Graduates may work under temporary licensure for the 12 month period following graduation.

Through CUNY application, students are admitted to the OTA major; also known as the pre-clinical phase of the OTA Program. Progression to the clinical phase of the program, which starts with the first occupational therapy courses, is based on successfully meeting candidacy requirements and GPA ranking. Approximately 20 candidates are admitted into the clinical phase each semester. The number of students accepted is determined by many factors, which include job market projections, number of applicants, scheduled class sections and availability of fieldwork sites. Students are selected based on performance in the four key prerequisite courses and general education courses (if completed by candidacy registration) required for graduation in the OTA major.

Students may apply for candidacy twice during their academic career at LaGuardia Community College.

The LaGuardia Community College Occupational Therapy Assistant Program is designed to provide classroom and fieldwork experiences that enable students to master the skills needed to enter the healthcare workforce as occupational therapy assistants. The program is rigorous and demanding. Students must be committed and self-disciplined if they are to succeed. The effort is worth it; occupational therapy is a rewarding and exciting career!

The faculty, counselors and staff of the college are available to assist you in any way possible. Make use of these opportunities and give yourself the best the college has to offer! The Occupational Therapy Assistant Program faculty and staff will be glad to discuss occupational therapy and the emerging areas of practice with you. We welcome your questions and your interest in a career in occupational therapy.

The OTA Program Faculty

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OCCUPATIONAL THERAPY CORE FACULTY AND STAFF

In addition to the core faculty and staff listed below, adjunct professors who are occupational therapy clinicians teach courses in the Occupational Therapy Assistant Program. The occupational therapy college laboratory technician is available during scheduled hours to supervise students in the practice of skills in the occupational therapy laboratory. The occupational therapy academic fieldwork coordinator advises students regarding clinical placements (full-time and part-time).

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GENERAL ADMISSION INFORMATION

Students interested in applying to LaGuardia Community College should contact the Admissions Office located in Room C-102, 29-10 Thompson Avenue, Long Island City, New York, NY 11101. Applications are available for both freshman and transfer students.

All new students who are OTA majors are admitted directly into the pre-clinical phase of the Occupational Therapy Assistant Program. Progression to the clinical phase of the program is competitive and by candidacy acceptance only. Students **must apply** for candidacy and be accepted to enter the clinical phase.

Transfer students with questions about the evaluation of credits earned at previous attended institutions should contact the Transfer Credit Office located in Room C-102. All inquiries regarding admissions and transfer credit can be made by calling (718)-482-5106.

Those who previously attended college must have a GPA of at least 2.5 and may receive up to a maximum of 28 transfer credits for courses in the pre-clinical phase of the program. *Please note that the Occupational Therapy Assistant Program faculty does not directly admit new students into the clinical phase of the program nor does the OTA Program evaluate transfer credits.*

No transfer credits will be granted for courses in the clinical phase of the program. All applications are processed by CUNY's central admissions processing center. The only requirements are a high school or GED diploma and completion of admission testing requirements. Please contact the Admissions Office directly at extension 5106 for information concerning the status of your application. The OTA Program does not participate in the admissions process.

CHANGE OF MAJOR

CHANGING YOUR MAJOR AT LAGUARDIA COMMUNITY COLLEGE

Students who wish to change their plan/major must file the appropriate form. Changing your plan/major is an important decision and should be discussed with your advisor(s) prior to making any changes. The procedure to change your plan/major is as follows:

1. Download the form at www.lagcc.cuny.edu/uploadedFiles/NEW.../Change_of_Major.pdf
2. Complete the form and get appropriate signatures, if necessary

3. After you have obtained the proper signatures, return this form to the Enrollment Service Center, C-107
4. Make sure you submit the form by the deadline, Census Day, as indicated on the Academic calendar. www.lagcc.cuny.edu/Academics/Academic-Calendar/

**** Consultation with your advisor(s) is strongly recommended prior to completing and submitting the forms listed above****

Changing Your Major to Occupational Therapy Assistant Program

Students who are already attending LaGuardia Community College and wish to change their major must bring a copy of their transcript along with a Change of Major form to Room E-300. Please check the OTA Program Director's scheduled office hours to determine the best time to speak with her. In addition to the documents mentioned above the following requirements are necessary in order to successfully change your major:

1. Completion of all Basic Skills Requirements
2. GPA of 2.5 or higher
3. Attend LaGuardia, (actively taking classes) for at least one 12 week semester.
4. Complete two of the four Key Courses with a minimum grade of B or better

Key Courses

ENG 101 English Composition I

SCB 203 Human Anatomy and Physiology I

SSY 101 General Psychology

MAT 120 Elementary Statistics **OR** MAT 115 College Algebra and Trigonometry

Only the director of the OTA Program can authorize a change of major. Change of Major applications can be picked up in the registrar's office in C-107 and must be accompanied by a copy of the students transcript.

TRANSFERS FROM OTHER COLLEGES

LaGuardia accepts applicants who have previously attended or graduated from another accredited college or university provided they meet the same basic requirements for new college students. Transfer students admitted to LaGuardia Community College must declare OTA as their major and apply for candidacy in order to be considered for acceptance to the clinical phase of the OTA program. Once admitted to the college, a minimum GPA of 2.5 in the four key courses is required.

Applicants may, upon submission of official college transcripts, receive up to 30 transfer credits toward OTA program requirements, for the following general education courses, which are required for graduation.

| | | |
|----------|----------------------------------|-----------|
| ENG101 | Composition I | 3 credits |
| ENG102 | Writing through Literature | 3 credits |
| **SCO203 | Human Anatomy and Physiology I | 4 credits |
| **SCO204 | Human Anatomy and Physiology II | 4 credits |
| SCN195 | Community Health | 2 credits |
| SCO230 | Functional Pathology | 3 credits |
| SSY101 | General Psychology | 3 credits |
| SSY230 | Abnormal Psychology | 3 credits |
| SSY240 | Developmental Psychology | 3 credits |
| MA115 | College Algebra and Trigonometry | 3 credits |
| MA120 | Elementary Statistics | 3 credits |

** Both of these courses must be completed at the same college.

Applicants who have earned fewer than 24 college credits must submit a high school diploma or its equivalent (GED) as well as any official college transcripts.

If students are not accepted into the clinical phase of the OTA program, or decide to change their majors, a maximum of 30 transfer credits may be granted toward any other degree. Students may request a re-evaluation of their transcripts to determine transfer credits for a different major.

If more than one course, which meets a requirement, has been passed, credit will be granted for the course with the highest grade.

Transfer credit for clinical phase OTA courses cannot be awarded. Students who were previously enrolled in an occupational therapy curriculum must still follow the candidacy procedure and meet the candidacy requirements. They should contact the OTA Program Director for specific guidance.

All grades earned in the courses that have been transferred to LaGuardia will be included in calculations to determine eligibility for movement from the pre-clinical to the clinical phase of the OTA Program.

Transfer students must be registered for at least one enhanced semester in the pre-clinical phase of the OTA program prior to entry into the clinical phase. They may register for Intent to OT (OTA000) during their first 12-week term at LaGuardia Community College if they will be completing the Key Courses that term. If successful, they may enter OTA classes in their second 12-week term at LaGuardia Community College. Registration for OTA000 must be done by the second week of the 12 week term. Please see the LAGCC Academic Calendar for the last date to register for candidacy for each Fall I and Spring I semester.

ADMISSION TO THE OTA PROGRAM

Students interested in applying to LaGuardia Community College should contact the Admissions Office. New students selecting OTA as their major are considered to be in the pre-clinical phase. Progression to the clinical phase of the program is competitive and is by acceptance into candidacy. Students must apply for candidacy and be accepted in order to enter the clinical phase.

PRE-CLINICAL PHASE

The pre-clinical phase of the OTA program consists of all required general education and elective courses, including Key Courses. Pre-clinical students are considered candidates for the clinical phase.

Students must first complete, or be in the process of completing, the four key courses in the 12-week semester in which they are applying for candidacy.

Eligible students are then ranked according to a scoring system of grades in Key Courses. Learn more about the scoring system and additional candidacy requirements in the OTA Handbook.

CANDIDACY AND THE CLINICAL PHASE

In order to apply for OTA candidacy (progression to the clinical phase of the OTA Program), you must be an OTA Major.

To apply for candidacy, students must register for Intent to OTA - OTA000 in the first four weeks of a 12-week term. Check the Academic Calendar for exact dates. There are no credits, classes or meetings or charges involved for registering for this candidacy. You may also apply in person by filing out the Intent to OTA Candidacy Form in the Registrar's office.

You should only apply for candidacy if you have completed all four key courses or if you are going to complete all four key courses by the end of the 12-week session in which you are applying for candidacy.

If you are enrolled in one of the four key courses and you withdraw from that course, you must also withdraw from OTA Candidacy (Intent to OTA000). If you do not successfully withdraw from Intent to OTA, you will lose one candidacy attempt. You can only apply for candidacy twice.

Please note that if you received a C-, D, or F for any of the key courses and have repeated the course, all grades received will be averaged in any key course(s) repeated that key course will be used in your consideration for OTA Candidacy.

Results of candidacy will not be available until all grades for the 12 week term are submitted. The Registrar's office will then do all the calculations and will provide OTA faculty with the list of students' names and ranking. The ranking formula used by the Registrar's office is as follows:

- Key course grades are counted twice in the weighted score ($2/3$ of your rank) to determine your key course rank score
- If taken, the general education course grades that apply to the OTA degree AND the four key course grades are counted once ($1/3$) to determine the remainder of the rank score
- If no general education courses that apply to the OTA degree have been taken, then the key course grades are counted once ($1/3$) to determine the remainder of the rank score
- The rank scores are then added to determine the final rank score

A score of 12.00 is the maximum score obtainable by the candidacy applicant. A grade of "A" in all courses taken, including the key courses, is required to achieve this ranking. Maximum score ranks of 12.00 will be the first ranked scores for admission to the clinical phase, with others in descending order of points scored until the anticipated class space is filled

The OTA Program offers both day and extended day session classes. Entrance into these sessions is dependent upon the timing of candidacy application. Students who wish to be considered for entrance into the clinical program with day session classes must register for OTA000 in the Fall I term. The OTA clinical phase day session begin with SCO101 Introduction to Occupational Therapy in the Spring I session. Students who wish to be considered for entrance into the clinical program with extended day session classes must register for OTA000 in the Spring I term. The OTA clinical phase extended day session begin with SCO101 Introduction to Occupational Therapy in the Fall I session. The OTA Program also offers a part time

option with the permission of the Program Director.

Notification of success in candidacy takes place on campus following calculation of grades. Students should be present at the scheduled notification time to sign the list of accepted students to be enrolled. Accepted students that are not present to sign the list may forfeit their seat to the next ranked candidate. If a student cannot be present, a representative may substitute with the student's ID card and a signed and notarized note from the candidate giving that person permission to represent the student.

Students should expect to receive a mailing by three weeks after grades are submitted or may check with the OTA office to verify the time and place to report for candidacy notification.

The most common reasons for being ineligible for candidacy are:

- Not having successfully completed one of the key courses
- Having a grade of INC in one of the key courses
- Having a GPA of less than 2.5 in the key courses
- Having retaken a key course, not realizing that both grades are calculated in computing the key course GPA

If your candidacy is not successful, you may repeat the registration for OTA00-Intent to OTA only once.

OTA PROGRAM – CLINICAL PROGRAM PROGRESSION STANDARDS

1. A student must complete each OTA clinical program course with a minimum grade of C. If not, the student must apply for permission to re-register for the course.
2. A student will be allowed to re-register for only one OTA course in the OTA clinical program.
3. A minimum GPA of 2.0 must be maintained throughout the clinical phase of the program.
4. Failure of either the clinical or theoretical component of any course requires that the entire course be repeated.
5. Permission to repeat a course is at the discretion of the Program Director and on a space available basis.
6. Students who do not successfully complete an OTA course for any of the following reasons must achieve a passing grade on the second registration attempt of that course.
 - a. Failure of the course
 - b. Withdrawal from the course (official or unofficial)

c. Medical leave

Second registration must be made within one year of the date originally attempted.

7. Students who fail one occupational therapy course may not continue to take other occupational therapy courses until that course is successfully completed.
8. Students who fail two occupational therapy courses may no longer continue in the Occupational Therapy Assistant Program
9. Students who take a leave of absence for more than one year must request special permission to reenter the program.
10. Professional behavior is expected at all times in both the classroom and the clinical placement settings. The Program Director and the faculty will address any demonstration of unprofessional behavior. Professional behavior includes but is not limited to attending classes; arriving to class on time; being attentive and prepared to learn; active participation in class and laboratories; timeliness and completeness of assignments; wearing appropriate attire to class and clinical fieldwork sites; maintaining an appropriate appearance and hygiene; respectful communication with peers, faculty, and clinical site supervisors and staff; working cooperatively in groups; providing and receiving constructive feedback appropriately; modifying performance in response to meaningful feedback; and adherence to AOTA Code of Ethics and LAGCC policies.

CRITERIA FOR SUCCESSFUL COMPLETION OF THE OTA CLINICAL PROGRAM

Students must successfully complete all pre-clinical and clinical coursework and all clinical clerkships and fieldwork experiences and meet the LaGuardia Community College graduation requirements (stated in the LAGCC catalog, p. 209) and the OTA Program Progression Standards (stated on pgs. 11-12 of this Student Handbook) in order to be eligible to graduate with the OTA degree.

All Occupational Therapy Assistant students must pursue fieldwork within 18 months of completing the respective academic theory course. The entire program must be completed in a timely fashion as content changes with current practice. After completion of the introductory occupational therapy course, all remaining occupational therapy courses should be completed within four years.

Graduates of the program will be eligible to sit for the National Certification Examination in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). New York State requires licensure to practice. Eligibility for licensure is based upon

successfully passing the NBCOT examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

ACADEMIC ADVISEMENT FOR STUDENTS IN THE OTA PROGRAM

Advisement for the Occupational Therapy Assistant Program is available during faculty office hours, candidacy orientation events, and Health Sciences advisement events during the academic year. Information about OTA candidacy orientation and advising events may be obtained by contacting the Health Science Department at extension 5740.

Occupational therapy assistant students desiring seats in clinical program courses MUST participate in occupational therapy advisement during the preclinical phase of the OTA major. Only students who have met the prerequisites listed in this handbook and in the LAGCC catalog will be considered for admission to the clinical phase.

All faculty advisors have posted office hours when they are available to meet with students. Times other than those posted may be arranged by appointment. It is the student's responsibility to make and keep the appointment. If unable to keep an appointment, the student must call or email to cancel the appointment.

Regular contact with a faculty advisor is maintained until graduation for all students in the clinical program. In the first semester, the program director provides advisement to ensure that all preclinical coursework for the degree is completed per the required progression of courses to meet clinical course pre-requisites and to ensure timely graduation. In the second and third semesters, advisement occurs with all students prior to fieldwork placement and continues as a part of the Level I and Level II fieldwork seminars. Formal individual advisory meetings are conducted for all students determined to be at academic risk or otherwise in jeopardy.

Advisement for preparation for the national certification examination (NBCOT examination), registration for the NBCOT examination, and application for New York State licensure is provided to all students prior to graduation.

ATTENDANCE

Attendance policies for class and campus laboratory sessions are those stated in the LaGuardia Community College Catalog. During clinical affiliations students are expected to meet the attendance requirements of the fieldwork site. Students who are too ill to report for clinical assignments must notify the clinical supervisor and the Academic Fieldwork Coordinator. Students may subsequently be required to

submit a doctor's note in order to return to the clinical setting. All time missed from fieldwork must be made up per the requirements of the facility and the OTA Program ACOTE accreditation standards.

CO-CURRICULAR ACTIVITIES

Students in the OTA Program are members of the Student Occupational Therapy Assistant (SOTA) Club. Students are strongly encouraged to be active members of the SOTA Club and participate in one or more of co-curricular activities in which the club engages. The SOTA Club supports advocacy for the program and the profession through special events and activities both at the college and in the community. Student activity funds obtained by the SOTA Club have provided support for occupational therapy student attendance at conferences, for pinning ceremonies for graduating students and other activities planned by students. SOTA serves as the liaison for the NYSOTA + LAGCC OTA Student Service Learning Initiative which provides students with the opportunity to engage in service learning activities with the state organization.

COSTS AND FEES

The following information will help students entering the Occupational Therapy Assistant Program to calculate the cost of attending and completing the program. Generally, a student budget consists of the direct educational costs of tuition, fees, books, transportation, meals and supplies.

Students must also budget for:

- Membership dues in the American Occupational Therapy Association and in the New York State Occupational Therapy Association
- Testing fees for the TEAS V, the Occupational Therapy Knowledge examination (OTKE) and NBCOT Practice examinations.
- The OTA student is required to complete two full time unpaid internships and two part time fieldwork experiences. Costs may include but are not limited to:
 - Annual comprehensive physical examination, PPD, and bloodwork
 - Transportation to and from clinical fieldwork sites.
 - Fingerprinting and background check per facility requirements
 - Professional liability insurance
- At the completion of the OTA Program, additional costs will include:
 - Cost of sitting for the National Board for Certification in Occupational therapy (NBCOT) Examination,

- NYS licensure fees
- Registration fees with the NYS Office of the Professions.

PROCEDURES FOR HANDLING STUDENT COMPLAINTS ABOUT FACULTY CONDUCT IN ACADEMIC SETTINGS

The OTA Program adheres to the college's policies and procedures for student grievances stated in the LAGCC STUDENT HANDBOOK p.124-126 (excerpt below).

Introduction. The University and its Colleges have a variety of procedures for dealing with student-related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination. One area not generally covered by other procedures concerns student complaints about faculty conduct in the classroom or other formal academic settings. The University respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. Indeed, academic freedom is and should be of paramount importance. At the same time the University recognizes its responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that are not protected by academic freedom and are not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity and conduct unbecoming a member of the staff.

Determination of Appropriate Procedure. If students have any question about the applicable procedure to follow for a particular complaint, they should consult with the chief student affairs officer. In particular, the chief student affairs officer should advise a student if some other procedure is applicable to the type of complaint the student has.

Informal Resolution. Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution.

Formal Complaint. If the student does not pursue informal resolution, or if informal resolution is unsuccessful, the student may file a written complaint with the department chairperson or, if the chairperson is the subject of the complaint, with the academic dean or a senior faculty member designated by the college president. (This person will be referred to below as the "Fact Finder.")

The complaint shall be filed within 30 calendar days of the alleged conduct unless there is good cause shown for delay, including but not limited to delay caused by an

attempt at informal resolution. The complaint shall be as specific as possible in describing the conduct complained of.

The Fact Finder shall promptly send a copy to the faculty member about whom the complaint is made, along with a letter stating that the filing of the complaint does not imply that any wrongdoing has occurred and that a faculty member must not retaliate in any way against a student for having made a complaint. If either the student or the faculty member has reason to believe that the department chairperson may be biased or otherwise unable to deal with the complaint in a fair and objective manner, he or she may submit to the academic dean or the senior faculty member designated by the college president a written request stating the reasons for that belief; if the request appears to have merit, that person may, in his or her sole discretion, replace the department chairperson as the Fact Finder. The Fact Finder shall meet with the complaining student and faculty member, either separately or together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of the campus ombudsman or other appropriate person to facilitate informal resolution. If resolution is not possible, and the Fact Finder concludes that the facts alleged by the student, taken as true and viewed in the light most favorable to the student, establish that the conduct complained of is clearly protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting forth the reasons for dismissal and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. Otherwise, the Fact Finder shall conduct an investigation. The Fact Finder shall separately interview the complaining student, the faculty member and other persons with relevant knowledge and information and shall also consult with the chief student affairs officer and, if appropriate, the college ombudsman. The Fact Finder shall not reveal the identity of the complaining student and the faculty member to others except to the extent necessary to conduct the investigation. If the Fact Finder believes it would be helpful, he or she may meet again with the student and faculty member after completing the investigation in an effort to resolve the matter. The complaining student and the faculty member shall have the right to have a representative (including a union representative, student government representative or attorney) present during the initial meeting, the interview and any post investigation meeting. At the end of the investigation, the Fact Finder shall issue a written report setting forth his or her findings and recommendations, with particular focus on whether the conduct in question is protected by academic freedom, and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. In ordinary cases, it is expected that the investigation and written report should be completed within 30 calendar days of the date the complaint was filed.

Appeals Procedure. If either the student or the faculty member is not satisfied with the report of the Fact Finder, the student or faculty member may file a written appeal to the chief academic officer within 10 calendar days of receiving the report. The chief academic officer shall convene and serve as the chairperson of an Appeals Committee, which shall also include the chief student affairs officer, two faculty members elected annually by the faculty council or senate and one student elected annually by the student senate. The Appeals Committee shall review the findings and recommendations of the report, with particular focus on whether the conduct in question is protected by academic freedom. The Appeals Committee shall not conduct a new factual investigation or overturn any factual findings contained in the report unless they are clearly erroneous. If the Appeals Committee decides to reverse the Fact Finder in a case where there has not been an investigation because the Fact Finder erroneously found that the alleged conduct was protected by academic freedom, it may remand to the Fact Finder for further proceedings. The committee shall issue a written decision within 20 calendar days of receiving the appeal. A copy of the decision shall be sent to the student, the faculty member, the department chairperson and the president.

Subsequent Action. Following the completion of these procedures, the appropriate college official shall decide the appropriate action, if any, to take. For example, the department chairperson may decide to place a report in the faculty member's personnel file or the president may bring disciplinary charges against the faculty member. Disciplinary charges may also be brought in extremely serious cases even though the college has not completed the entire investigative process described above; in that case, the bringing of disciplinary charges shall automatically suspend that process. Any action taken by a college must comply with the bylaws of the University and the collective bargaining agreement between the University and the Professional Staff Congress.

Campus Implementation. Each campus shall implement these procedures and shall distribute them widely to administrators, faculty members and students and post them on the college website.

Board Review. During the spring semester, the Chancellery shall conduct a review of the experience of the colleges with these procedures, including consultation with administrators, faculty and students, and shall report the results of that review to the Board of Trustees, along with any recommended changes.

ACOTE ACCREDITATION INFORMATION

The Occupational Therapy Assistant Program is accredited by ACOTE, The Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, 4720 Montgomery Ln Ste 200 Bethesda, MD 20814-3449. AOTA's telephone number is (301) 652-6611 or (800) SAY-AOTA (729-2682). The OTA Program is fully accredited at the current time.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM MISSION STATEMENT

The LaGuardia Community College Occupational Therapy Assistant Program is committed to educating a diverse student body of critical thinkers who are actively engaged in learning and well prepared to enter the evolving healthcare services environment and workforce as occupational therapy assistants in traditional and emerging practice areas.

The program is committed to the fulfillment of the college mission. It is responsive to the needs of a diverse student body and the local and global communities. The program promotes the education and graduation of socially responsible citizens who recognize and respect diverse perspectives. Upon graduation, students are prepared to collaborate with other members of the healthcare team and clients to achieve health, well-being, and participation in life through engagement in occupations throughout the life span.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM PHILOSOPHY STATEMENT

The LaGuardia Community College Occupational Therapy Assistant Program prepares students to become occupational therapy assistants who are prepared to meet the occupational needs of the local and global communities.

The program views human beings as continuously capable of learning through interaction with the internal, external and intrapersonal environments via direct participation in occupation.

Students are actively engaged in the teaching and learning process in the classroom and fieldwork environments through didactic, experiential and technology based pedagogies that promote critical thinking, clinical reasoning, global learning, and integration.

Values and skills central to occupational therapy are further supported through self-exploration and reflection. Students develop a strong professional identity as occupational therapy practitioners who are client-focused and understand the way

in which occupational therapy services support participation in occupations that are meaningful and relevant.

Faculty and graduates act as role models for clinical practice beyond the classroom. The importance of the connection with professional associations and life-long learning is instilled in the students throughout the educational process.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM CURRICULUM DESIGN

The curriculum of the LaGuardia Community College Occupational Therapy Assistant Program is designed to meet the mission of both the college and the program. Taking into consideration the rigor of the clinical program and the level of the student, basic skills in reading, math and writing are evaluated to identify remedial needs upon admission to the college.

All students in the Health Sciences majors are required to take the Health Sciences First Year Seminar. The seminar is designed to orient the student to the college, the variety of Health Sciences majors, and the program-specific requirements of each major. The seminar focuses on the identification of the qualities of a health care professional and the academic requirements to move forward in the major.

Declaration of OTA as a major admits the student into the pre-clinical phase of the OTA degree program. The pre-clinical program begins with a strong foundation in the liberal arts and the sciences, providing the student with a base of knowledge to support the clinical program. Courses in the pre-clinical phase include English, Psychology, Mathematics, Community Health and Human Anatomy and Physiology. The English 101 and 102 courses are designed to introduce the students to writing skills to facilitate the development of abilities to write well-organized, clear essays and to complete a critical research paper. The Psychology courses, SSY101, SSY240, and SSY230 introduce students to basic psychological theory and the psychosocial aspects of mental illness. The Mathematics courses, MAT115 or MAT120, provide the student with a basic understanding of using computations for the critical analysis of data. The Community Health course, SN195, introduces the student to health careers, understanding health issues in the community, and the impact and prevention of disease at the community level. The Human Anatomy and Physiology courses, SCB203 and SCB204, introduce the student to the anatomy and physiology of the human body, including organ systems, muscles, bones, and nerves. Key courses for candidacy for admission to the clinical program are English 101 (ENG101), General Psychology (SSY101), Human Anatomy and Physiology I (SCB203), and one math course, Elementary Statistics (MAT120) **OR** College Algebra and Trigonometry (MAT115).

The eighteen-month clinical program prepares the student to enter the healthcare workforce as an occupational therapy assistant with experience in general practice in a variety of practice settings including traditional and emerging practice areas. Each of the three 18-week semesters is comprised of a 12-week (Fall I and Spring I) and a 6-week (Fall II and Spring II) semester.

An emphasis on didactic, experiential, and technology-based pedagogy facilitates the integration of curricular themes. Occupation across the lifespan, global learning, critical thinking for clinical reasoning, the establishment of a professional identity, and engagement in the principles of teaching and learning are emphasized. Embodying the role of teacher/learner enables self-reflection, opportunity for receipt of constructive criticism, and clinical skill development; all qualities that are required of the entry level therapist. The ePortfolio is utilized throughout the curriculum to document student learning and outcomes assessment.

The clinical program begins in the 12-week session (Fall I or Spring I). In the introductory phase of the clinical program, courses provide the student with a strong foundation in the domain and process of occupational therapy, ethical practice, and professional standards. Through active engagement in scaffolded learning activities and self-reflection around the principles of teaching and learning, students gain an understanding of the meaning of occupation, occupation-based activity, activity analysis, and the professional identity of the occupational therapy assistant. In the following 6-week session (Fall II or Spring II), courses in normal growth and development and functional pathology provide the remainder of the foundation for the clinical curriculum that follows in the next two 18-week semesters.

The 18-week, middle phase of the curriculum focuses on theory and practice skills for psychosocial and geriatric conditions. In the 12-week semester (Fall I or Spring I) courses students are challenged to more deeply examine the concept of therapeutic use of self as they transition from the role of teacher to facilitator. Documentation is introduced to facilitate the development of professional writing skills related to occupational therapy interventions. Paired with the learning of therapeutic models for psychosocial and geriatric conditions is a faculty led Level I fieldwork seminar. A concurrent faculty led Level II seminar supports inquiry-based learning, critical thinking and clinical reasoning as students become active participants in the therapeutic process in the 6-week semester (Fall II or Spring II).

The 18-week final phase of the curriculum focuses on theory and practice skills for physical and developmental disabilities. In the 12-week semester (Fall I or Spring I) the student is asked to integrate concepts from earlier in the curriculum and apply

them to the comprehensive treatment of clients. The psychosocial and socioeconomic aspects of physical and developmental conditions are incorporated in the coursework to reinforce the foundation and philosophy of occupational therapy. A course in clinical reasoning facilitates development of critical thinking and integrative learning. Similar to the middle phase, the learning of therapeutic models for physical and developmental disabilities is paired with a faculty led Level I fieldwork seminar. In the 6-week semester (Fall II or Spring II), a concurrent faculty led Level II seminar supports inquiry-based learning, clinical reasoning, evidence-based practice, and integrative learning. It is in this phase that the student engages in self-reflection about their OT journey including the transformation from student to teacher to entry-level clinician. Using the ePortfolio to reflect on their experiences throughout the program the student articulates their professional identity as an occupational therapy assistant.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM COMPETENCIES/OUTCOMES

At the conclusion of the program, the student will:

- Demonstrate the ability to integrate academic coursework and clinical experiences to achieve the professional identity of the entry level occupational therapy assistant
- Identify the role of engagement in meaningful occupation in the promotion of health and well-being across the lifespan within the global community
- Use critical thinking and clinical reasoning to identify, select, and perform client-centered, evidence-based interventions in a variety of practice settings
- Communicate effectively in oral, written, and digital media using vocabulary appropriate to the audience
- Use reflection and self-assessment to develop a sense of self as a learner to support the development of leadership qualities

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

COURSE PROGRESSION

Pre-Clinical Phase: 28 credits

English: 6 credits

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|-----------------------------------|---|
| ENG101 English Composition* | 3 |
| ENG102 Writing Through Literature | 3 |

Mathematical and Quantitative Reasoning: 3 credits- *Select ONE course from the following:*

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| MAT115 College Algebra and Trigonometry* | 3 |
| MAT120 Elementary Statistics* | 3 |

Health Science: 2 credits

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|-------------------------|---|
| SCN195 Community Health | 2 |
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Life and Physical Sciences: 17 credits

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|--|---|
| SCB203 Human Anatomy and Physiology I* | 4 |
| SCB204 Human Anatomy and Physiology II | 4 |
| SSY101 General Psychology* | 3 |
| SSY230 Abnormal Psychology | 3 |
| SSY240 Developmental Psychology I | 3 |

Clinical Phase: 35 credits

Fall I or Spring I:

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|---|---|
| SCO101 Introduction to Occupational Therapy | 3 |
| SCO110 Legal and Ethical Issues in Occupational Therapy | 2 |

Fall II or Spring II:

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|---|---|
| SCO200 Physical Aspects of Human Growth and Development | 2 |
| SCO230 Functional Pathology | 3 |

Fall I or Spring I:

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|---|-----|
| SCO114 Documentation in Occupational Therapy | 2 |
| SCO204 Occupational Therapy Process: Psychosocial Dysfunction & Geriatric Conditions | 4 |
| SCO214 Occupational Therapy Skills and Functional Activities I | 3 |
| SCO284 Occupational Therapy Clerkship for Psychosocial Dysfunction & Geriatric Conditions | 1.5 |

Fall II or Spring II:

SCO294 Occupational Therapy Fieldwork in Psychosocial Dysfunction & Geriatric Conditions 2

Fall I or Spring I:

SCO175 Clinical Reasoning in Occupational Therapy 2

SCO205 Occupational Therapy Process: Physical & Developmental Disabilities 4

SCO215 Occupational Therapy Skills and Functional Activities II 3

SCO285 Occupational Therapy Clerkship for Physical & Developmental Disabilities 1.5

Fall II or Spring II:

SCO295 Occupational Therapy Fieldwork in Physical & Developmental Disabilities 2

** Denotes Key Course for candidacy*