Navarro College
Occupational Therapy Assistant Program



Student Handbook
2026-2027

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Navarro College Mission, Vision, and Values

Mission
Navarro College provides educational opportunities that empower students to achieve their personal, academic, and career goals and that promote life-long learning for all communities served.

Vision
Navarro College will be nationally recognized as a higher education institution committed to providing innovative career pathways and student-centered learning opportunities that result in students capable of succeeding in local and global communities.

Values
Integrity:
Actively building open relationships with students, employees, local businesses, and local communities. Serving all people we touch with a strong sense of ethics and personal and organizational responsibility.

Diversity:
Fostering acceptance, multi-dimensional thinking, and respect and understanding the different experiences of all people. We know we are stronger for who we are together—as a college, as a community, as a culture, as part of a global village.

Innovation:
Leadership invested in guiding and embracing change, seeking creative ways to tackle educational challenges. We encourage students and employees to be agents for change, championing new ideas informed by personal reflection, trends in education, and changes in local and global community.

Student Centeredness:
Placing students at the heart of all we do, with an emphasis not only on excellence and learning, but, also, with a profound appreciation of personal, familial, economic, and civic responsibilities impacting our students and communities.

Accountability:
Honoring commitments to students, educational partners, workforce partners, and the communities we serve. We intentionally foster respect, citizenship, civic responsibility, and humanitarianism as both individuals and an institution.

Occupational Therapy Assistant Program
Student Handbook

The OTA Student Handbook provides information about policies and procedures of the Navarro College Occupational Therapy Assistant Program. These policies and procedures will guide your actions as you work towards your Associate Applied Science degree and national certification as a certified occupational therapy assistant (COTA). Navarro College Administration and the Board of Trustees reviews and approves the OTA Student Handbook annually. Students are also expected to follow the procedures outlined in the Navarro College Student Handbook, course syllabi, and the OTA Fieldwork Manual.

Student Acknowledgement

I, _____, (print your name) have received a copy of the Navarro College OTA Student Handbook. I understand that I am responsible for the information contained in this handbook, and I will abide by the policies and procedures as stated in this handbook. I also understand that at times the OTA program may change a policy or procedure (with the approval of Administration). I will be notified in writing and asked to replace the current policy/procedure with a new or revised policy/procedure. If my course of study is interrupted, I acknowledge the policies and procedures of the OTA Program of the semester I reenroll are the policies and procedures applicable to me and my studies in the Navarro College OTA Program.

I am aware that I must achieve a grade of C (≥ 75) or better to progress in the program. If I receive a grade lower than a "C" or receive a "Fail" in an OTA course, I will be dismissed from the program and may or may not be eligible to reapply. OTA faculty will not re-grade assignments. Final grades will be rounded to the nearest tenth of a point. For example, a final grade of 74.6 will round to 75, and a grade of 74.4 will round to 74.

I have been advised that I will be required to travel to fieldwork education sites as assigned. I am aware that excessive absences as defined in this handbook will necessitate withdrawal from the course due to inability to complete all course requirements.

I also acknowledge that I am responsible for adhering to all policies and procedures as stated in the Navarro College Catalog, the Navarro College Student Handbook, the OTA Student Handbook, the OTA Fieldwork Manual, and the OTA course syllabi.

I will keep all the above-named material available as a valuable source of information.

In addition, I acknowledge my responsibility as an OTA student to ensure the program always has current contact information available for me (telephone numbers, address, and email address).

_____ _____

Signature Date

Welcome New Students

Navarro College and the faculty of the OTA program would like to welcome you to the program and to the profession of occupational therapy. We hope you are embarking on a life-long career, which will be rewarding for you in many ways.

The purpose of this handbook is to share information which we feel will prepare you to perform at your highest potential while a student in the program. This information will help you understand the OTA program goals, the program's operation, the attitudes of the faculty, policies of the program, and our philosophy of occupational therapy. Throughout this manual, you will find policies and procedures which require your signature.

Occupational therapy is a profession aimed at helping everyone fully participate in life to their full potential. In occupational therapy, you will have opportunities to collaborate with people of all ages in various stages of their lives (both in wellness and in altered states of health or independence).

Each of you will bring to the classroom and to fieldwork your own personality and individual experiences. You will learn to interweave many components into a therapeutic self, aimed at interacting with your clients to assist them in setting their own goals and motivating them to achieve those goals.

Just as each student and each faculty member is different in their experiences, personality, communication styles, and motivation, so is each client. There is no formula to tell you how to treat all. Occupational therapy embraces our individual differences and challenges occupational therapy practitioners to be flexible, adaptable, creative, and quick thinking. The concept of critical thinking - or finding the complete picture using pieces of a puzzle from many sources - is an essential part of the Navarro College OTA program.

We want you to set your goals high and to reach beyond what you have known before. We expect you to see yourself as an emerging professional and to act accordingly with responsibility and ethical behavior.

The Navarro College OTA faculty and staff are here to support and encourage you as you work toward the goal of becoming a certified occupational therapy assistant. We look forward to the next two years.

Sincerely,

The Faculty and Staff of the Navarro College OTA Program

Program Overview

The two-year 60-credit-hour curriculum in occupational therapy leads to an **Associate of Applied Science Degree (A.A.S. OTA)**. OTA courses are offered in a hybrid format, with a portion of the course completed via distance education. The program helps prepare the graduate to take the national certification examination provided by the National Board for Certification in Occupational Therapy (NBCOT) to become a Certified Occupational Therapy Assistant (COTA). Graduates must also meet licensure requirements as mandated by the Texas Board of Occupational Therapy Examiners (TBOTE) or the state in which licensure is sought. The occupational therapy assistant curriculum includes online learning, on-campus coursework, and fieldwork (clinical) experiences.

Brief History

The Navarro College Occupational Therapy Assistant Program initially applied for accreditation from the Accreditation Council on Occupational Therapy Education (ACOTE) in 1994. The first classes were held at Mexia State School and later moved to the Career and Technology Division at Navarro College Corsicana as part of the Health Professions Division in 1995. The OTA Program received accreditation status from ACOTE in 1997. The Navarro College Midlothian accepted its first cohort of OTA students in August of 2013 and was granted accreditation in 2015.

Accreditation

Navarro College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees. Navarro College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Navarro College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The Navarro College Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number, c/o AOTA, is (301) 652-6611, and its web address is www.acoteonline.org.

EEOC Statement

Navarro College shall comply with existing federal and state laws and regulations, including the Civil Rights Act of 1964 (PL. 88-352) and Executive Order 11246 (Revised Order #4), where applicable, with respect to the admission and education of students, with respect to the availability of student loans, grants, scholarships, and job opportunities, with respect to the employment and promotion of teaching and non-teaching personnel, and with respect to the student and faculty activities conducted on premises owned or occupied by the College. Navarro College shall not discriminate against any person on account of race, color, religion, creed, gender, age, national origin, ancestry, disability, marital status, or veteran status. Navarro College adheres to the policies and procedures as prescribed under ADA-504.

OTA Faculty and Staff

Jeanette Krajca, OTR, OTD
Dr. Krajca is the director of the OTA Program and a professor at Navarro College Corsicana and Midlothian. She graduated in 2001 with a B.S. in Occupational Therapy from Texas Woman's University, in 2010 with a M.S. in Clinical Practice Management from Texas Tech University, and in 2019 with a post-professional Doctor of Occupational Therapy (OTD) from the University of Texas Medical Branch. She has practiced and continues to practice in a variety of treatment settings, including rehabilitation, inpatient acute care pediatric and adult, home health pediatric and adult, early childhood intervention, long term care, outpatient pediatric and adult, and within the local school system.

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Lesa Hough, OTR, MOT
Mrs. Hough is the academic fieldwork coordinator for the program. She graduated in 1998 with a master's degree in occupational therapy from Texas Woman's University. She was certified in Sensory Integration and Praxis Testing in 2002. She has practiced in adult and pediatric care and continues to practice with her focus in a variety of pediatric settings.

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Becky Smith, OTR, MSOT
Mrs. Smith is the Corsicana site coordinator and an associate professor for the OTA Program. She graduated from Navarro College in 2005 and practiced as a COTA until she graduated from Belmont University with a Master of Science in Occupational Therapy degree in 2014. She is now practicing as a registered occupational therapist. She has practiced in a variety of treatment settings, including inpatient rehabilitation and home health. She has also served as a Level I and II fieldwork educator for OTA students.

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Shannon Callaway, COTA, BAAS
Mrs. Callaway is an associate professor for the OTA Program and the faculty advisor for the Student Occupational Therapy Association (SOTA). Mrs. Callaway is a 2013 graduate of the Navarro College OTA program. She earned her Bachelor of Applied Science in Organizational Leadership from Texas A&M Commerce. Mrs. Callaway has served in various roles for the OTA program since 2014, including simulations coordinator, lab assistant, and adjunct faculty. She has served as fieldwork educator for CampOT since 2014. She developed the NC Abilities Clinic in spring 2020 and CampOT 2.0 in 2023. She has practiced in a variety of settings including pediatrics, chronic pain management, and adult home health, and has managed a wellness clinic.

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Faculty and staff will refer to students by their first names unless otherwise agreed upon. Students should refer to faculty and staff by academic title and last name, unless otherwise specified (Dr., Mrs., Mr., etc.).

Full-time faculty telephones include voicemail, which can be accessed 24 hours a day. Faculty members will make every attempt to return telephone messages and email messages within 24 hours. Emails or telephone messages sent to faculty on Friday will be answered the following Monday.

Curriculum

Context of the Institution

Navarro College is a comprehensive public community college providing education for a five-county service district in rural central Texas. Chartered in Corsicana, Texas (Navarro County) in 1946, the College operates under the policies established by the Texas Higher Educational Coordinating Board (THECB) and under the direction of the Navarro College Board of Trustees with publicly elected members representing the service district.

Annual enrollment in Navarro College has exceeded 9,000 students in courses that are offered during the day, in the evening, on weekends, and online. The College provides a variety of certificates and associate degree educational programs. Degrees include terminal degrees enabling students to enter the work force and transfer degrees for students pursuing higher education. Navarro College has a long history in serving the needs of local businesses and industries by providing technical, educational, or continuing education opportunities to promote employment and personal growth in the citizens of the service area. Navarro College has partnered with Texas A&M University Commerce to offer bachelor-level courses at the Corsicana location.

Navarro College is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges and holds numerous programmatic accreditations as well.

Mission, Vision, and Purpose of the Program

Mission:
The Occupational Therapy Assistant program provides educational and service-based learning opportunities that empower students to achieve their personal, academic, and career goals and that promote life-long learning for all communities served.

Vision:
Through visionary leadership, outstanding teaching, and high-quality service, Navarro College and the OTA faculty will provide students with the skills necessary for critical thinking, occupational therapy practices, and the professional responsibilities needed to provide occupational therapy to individuals seeking to increase participation in daily life. Students will be prepared to engage in higher levels of education, leadership, and employment.

Purpose:
The Navarro College OTA program seeks to provide a culturally diverse pool of occupational therapy assistants by serving the students and communities of the service district. The program encourages students to explore and set goals based on life-long learning regardless of previous educational opportunities. The program encourages personal and professional responsibility, flexibility, and creativity in developing the skills needed to practice as an occupational therapy assistant in entry-level practice areas. Ongoing program evaluation is regarded as an essential element in determining how effectively the program achieves the purposes stated above.

Philosophy

Philosophical Base of Occupational Therapy

Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. Thus, participation in meaningful occupations is a determinant of health and leads to adaptation.

Occupations occur within diverse social, physical, cultural, personal, temporal, and virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation because of the dynamic relationship among factors intrinsic to the individual, the environment and contexts in which the occupation occurs, and the characteristics of the occupation.

The focus and outcome of occupational therapy are clients' engagement in meaningful occupations that support their

participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end in therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.

Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy.

- *The Philosophical Base of Occupational Therapy*, AJOT, November/December 2017

Occupational Therapy Education
Occupational therapy education is grounded in the belief that students are occupational beings who are in a dynamic exchange with the learning context and the teaching-learning process. The learning context includes the program's curriculum and pedagogy and conveys a perspective and belief system that include a view of humans as occupational beings, occupation as a health determinant, and the fundamental right to participate in occupations. Occupational therapy education is an ongoing process that shapes a practitioner's professional identity.

Occupational therapy education enables students to acquire knowledge that supports the use of occupation, apply clinical reasoning based upon evidence, understand the necessity of lifelong learning, and develop professional behaviors and skills.

Values Within Occupational Therapy Education

- Active, engaging, diverse, and inclusive learning within and beyond the classroom
- A collaborative process that builds on prior knowledge and experience
- Continuous professional judgment, evaluation, and self-reflection
- Lifelong learning and continuous advocacy for the profession and society's occupational needs

- *Philosophy of Occupational Therapy Education*, AJOT, November/December 2018

Learning
Learning is a process that is not taught but facilitated. To facilitate the development of each student's highest potential (mastery within their environment), the educator must create an environment that encourages experimentation and practice. There needs to be an accepting, supportive, and safe learning environment where the dignity and worth of each student is respected and celebrated. We acknowledge the unique nature of life experiences and appreciate the role of cultural diversity and their impact on the adult learner. It is our responsibility to provide a variety of learning experiences that match these life experiences.

Students are active participants in this process. This includes being able to connect new learning with previous life experiences. Learning is integrated more effectively when information is seen by the student as being relevant and useful. Students learn best if they learn for understanding rather than for recalling isolated facts.

Students demonstrate mastery within their environment by demonstrating strong critical thinking skills and communication skills for collaboration with clients and other professionals, while exercising the highest level of responsible behavior. Students must use best practice and commit to becoming life-long learners to maintain the skills required in the profession.

Philosophical Framework for Learning

The students who attend the Navarro College Occupational Therapy Assistant Program are typically older than the traditional college student. Most students continue to work full-time or part-time while enrolled full-time in the program. Many of our students manage young families or care for older parents. The life experiences of our students vary dramatically due to the above factors and the large geographic location the College serves. We acknowledge and appreciate the varied roles each student assumes. To meet the learning needs of our students, the program relies heavily upon constructs outlined in the Adult Learner Model (Knowles, 1973). These include recognition that students learn in numerous ways, that students have a desire to pursue and master individual learning, and that new

learning must be connected to previous life experiences. The program also relies on constructs from experiential learning or "learning by doing," which enables students to actively participate in a concrete experience followed by reflection of the experience and ending with an application of the concept for deeper understanding (Association for Experiential Education, 2008).

Instructional methods and measurements of competence must incorporate various student learning styles. The course flow is designed to allow lab, lecture, and fieldwork experiences to occur simultaneously, using learning objectives as a thread. Students are introduced to concepts/techniques online in lecture via videos, pictures, PowerPoints, and assignments. Lab experiences are held on campus where students practice and explore the concept/technique in experiential learning or problem-based situations. Examples include lab challenges, treatment challenges, and simulations. Fieldwork experiences reinforce concepts and techniques from the classroom, allowing students to observe and practice selected aspects of the occupational therapy process via virtual simulations, interactive workshops, community-based learning, and learning alongside OT practitioners in occupational therapy settings. The Metamorphosis Room, conducted at the end of the first spring and second fall semesters, closes the loop and prepares the student for entry into Level II fieldwork.

Program faculty and the fieldwork coordinator work together to build and develop courses and corresponding fieldwork experiences to maximize experiential and problem-based learning of course material. Faculty development plans encourage faculty members to advance knowledge of instructional design and effective teaching-learning to enhance student learning.

Student competency is established through a variety of criteria which include but are not limited to objective testing, written assignments, group projects, presentations, self-evaluation, and demonstration.

Program faculty members encourage ongoing student feedback throughout the semester regarding the effectiveness of delivery methods of course material. Students have a formal opportunity to provide written feedback to instructor(s) at the conclusion of each semester through an electronic evaluation form.

Curriculum Design

Humanism and Knowles' Adult Learning Theory influenced the program's curriculum design. Humanism is a philosophical viewpoint that "holds sacred the dignity and autonomy of human beings" (Elias & Merriam, 2005, p.111). Humanism and occupational therapy share similarities. The AOTA *Core Values and Attitudes of Occupational Therapy Practice* (1993) identify dignity and autonomy (freedom) as core concepts of the profession. Dignity places importance in valuing the worth of the individual. Autonomy, or freedom, refers to the right to exercise one's choice. The goal of humanistic education is to develop people who are open to change and committed to lifelong learning (Elias & Merriam, 2005). The goal can be met when adult learners are viewed with dignity and given the freedom to make choices.

Adult Learning Theory is based on five assumptions.

1. Self-concept: Self-concept is developed during the transition from dependent learner to a self-directed learner as part of the educational process. Learning modules that include scenarios, simulations, or games will give the adult learner the opportunity to explore the activity on her own and determine which information is meaningful and useful.
2. Life experience: The adult learner defines oneself in terms of life experience, which should be used as a resource for learning. Because of the varied life experiences, learning activities and evaluation methods should incorporate different learning styles.
3. Readiness to learn: The adult learner will only learn what is relevant to the stage of life and is influenced by individual interests and needs. Faculty must take steps to help learners identify their needs through ongoing advisement and assessment tools, such as professional behavior assessments.
4. Orientation to learning: The adult learner desires to immediately apply knowledge learned. Learning modules should use real-world scenarios to help the learner solve problems.
5. Motivation to learn: The adult learner is internally, not externally, motivated. To motivate adult learners, each learning activity, module, or assessment must have a reason. Instructors must be able to explain to learners why the content is being taught and why the learner must participate to make it meaningful for the

learner.

The curriculum is designed to meet the requirements of the Texas Higher Education Coordinating Board Program of Study. Students must complete all courses outlined in the curriculum. General education requirements are an integral part of the program and provide the student with a foundation in the areas of humanities, social/behavioral science, and biological science.

Students complete the program on a full-time basis. Courses are taught in a hybrid format, using a flipped classroom methodology, to allow flexibility for students managing roles outside of the College. Fifty percent of the didactic content is taught online, and 50% is taught on campus in labs.

The course descriptions and course outcomes are mandated by the Texas Higher Education Coordinating Board (THECB). This agency created the Workforce Education Course Manual (WECM), which lists and describes all courses for OTA curriculums within the State of Texas. Each OTA program selects from the listing courses most appropriate to its curriculum design. In accordance with Navarro College accreditation standards, OTA courses must also contain measurable learning outcomes aimed at preparing the student for the work environment.

Curricular Threads

Major curriculum threads connect courses within the curriculum. They are introduced and reinforced throughout coursework with increasing complexity. They serve to focus the curriculum coursework to highlight knowledge, skills, and abilities that have been identified as important by the profession, program faculty, Navarro College, and the community. These threads include:

- Professional Behaviors
- Therapeutic Use of Occupation
- Clinical Reasoning
- Lifelong Learning

Professional Behaviors

Students must be able to self-evaluate professional behaviors and develop a plan to address areas in need of development, manage and respond to feedback as part of self-growth, act ethically and with integrity, and identify oneself as a professional.

Therapeutic Use of Occupation

Students must understand the benefit of occupation as both an end and a means. They must understand their role in the occupational therapy process, deliver occupation-based interventions, articulate the value of occupation to society, and advocate for the use of occupation for all persons, groups, and populations.

Clinical Reasoning

Students must be able to assess and apply scholarly, clinical, and experiential knowledge to make appropriate decisions about the occupational therapy process. They must be able to self-reflect on their level of knowledge on a specific topic and identify strategies and sources to obtain and synthesize information.

Lifelong Learning

The nature of health care and the profession of occupational therapy require that practitioners continuously look to the future. As new advances and developments in practice occur, students must be able to adapt to these advances by acquiring the skills and knowledge necessary to better serve the designated population. The student must understand the need for and benefit of evidence-based practice and the concept of lifelong learning.

Curricular threads are located and measured in the Program Outcomes (see below).

Fieldwork and Curriculum Design

The fieldwork program is designed to be fully integrated into the curriculum design of the program. Learning is a cycle that requires reinforcement of concepts through "hands-on" delivery methods. Fieldwork is the link between a concept and its application to practice. Curricular concepts are identified each semester for emphasis in fieldwork. These concepts are interwoven between lectures, labs, fieldwork experiences, and seminars to maximize transfer of learning. Fieldwork sites are selected based on their ability to address curricular concepts.

Fieldwork educators are active participants in this process through participation in advisory committee meetings, fieldwork site visits, opportunities for adjunct teaching and guest lectures, providing electronic feedback via surveys, and through electronic communication, including podcasts, emails, and social networking sites. The program actively recruits former students familiar with the curriculum design to serve as fieldwork educators, encouraging promotion of the profession through fieldwork education.

Ability-Based Outcomes

Program and student outcomes have been established that reflect the mission and vision of both the Navarro College Occupational Therapy Assistant Program and the occupational therapy profession, as outlined by the American Occupational Therapy Association. Upon completion of the program, graduates will have met the established student outcomes and demonstrated competency and proficiency in the following knowledge, skills, and attitudes.

Program Goals:

1. Provide a challenging curriculum that meets the demands of current practice and prepares students to meet the expectations of future practice.
2. Prepare students for entry-level practice as competent and ethical occupational therapy practitioners, who effectively use clinical reasoning and creatively use occupation in diverse populations and environments.
3. Foster the development of a value system that reflects the values of the occupational therapy profession and supports engagement in meaningful occupations.
4. Create an atmosphere that encourages safe exploration of personal and professional attitudes and behaviors.
5. Develop professional behaviors in students that are congruent with the core values of the profession of occupational therapy and encourage students to become lifelong learners.
6. Provide opportunities for faculty, students, fieldwork educators, alumni, and program stakeholders to have direct input into the development and evaluation of all aspects of the program.
7. Provide ongoing evaluation and planning processes to ensure the mission of the College/Program is accomplished.

Program Goals will be assessed and measured using the following pieces of data collection including, but not limited to:

- Student Learning Outcome (SLO) data
- Retention rates
- Graduation rates
- Graduate performance on the NBCOT certification exam
- Surveys – student, graduate, fieldwork educator, employer, Advisory Committee
- Faculty professional development plans
- Graduate job placement rate

Program Outcomes (Themes)

Program Outcomes (Themes) demonstrate the rationale for courses offered, sequencing of courses, and evaluation strategies. Graduates of the program will be able to:

1. Deliver occupational therapy services at entry-level competency with the ability to work in a diverse and changing environment under the supervision of an occupational therapist.
2. Demonstrate **sound judgment and ethical behavior** in all academic, community, clinical, or fieldwork-related activities.
3. **Utilize a variety of resources to increase professional competency** or general knowledge, including participation in professional associations and evidence-based practice.
4. Collaborate effectively with clients, caregivers, and other health care professionals, demonstrating an appreciation of

diversity.

5. **Use clinical reasoning** to provide occupational therapy interventions to persons, groups, and populations, which are **occupation-based**, evidence based, and client-centered.
6. Articulate the importance of **advocacy for the client** and promotion of occupational therapy.
7. Demonstrate an awareness of the roles of creativity, flexibility, and therapeutic rapport in the delivery of occupational therapy services.
8. Document occupational therapy services consistent with the laws, rules, and regulations governing occupational therapy practice.

Program Outcomes (Themes) will be assessed and measured using the following pieces of data collection including, but not limited to:

- Student Learning Outcome (SLO) data
- AOTA Fieldwork Performance Evaluation (FWPE)
- Student Evaluation of Fieldwork Experience (SEFWE)
- Retention rates
- Graduation rates
- Graduate performance on the NBCOT certification exam
- Surveys – student, graduate, fieldwork educator, employer, Advisory Committee

Prerequisites, Content, and Sequence

Course Name	Credit Hours
Prerequisites	
ENGL 1301 Composition I	3
BIOL 2401 Anatomy & Physiology I	4
First Year – Summer	
OTHA 1405 Principles of Occupational Therapy	4
Second Year - Fall	
BIOL 2402 Anatomy & Physiology II	4
OTHA 1309 Human Structure & Function in OT	3
OTHA 1415 Therapeutic Use of Occupations I	4
OTHA 2301 Pathophysiology in OT	3
PSYC 2314 Lifespan Growth & Development	3
Third Semester - Spring	
OTHA 2309 Mental Health in Occupational Therapy	3
OTHA 2302 Therapeutic Use of Occupations II	3
OTHA 1319 Therapeutic Interventions I	3
OTHA 1341 Occupational Performance Birth-Adolescence	3
OTHA 1161 Clinical in OTA I	1
Fourth Semester - Fall	
OTHA 2304 Neurology in OT	3
OTHA 2405 Therapeutic Interventions II	4
OTHA 1162 Clinical in OTA II	1
OTHA 2235 Health Care Management in OT	2
PHIL 1301 Intro to Philosophy or PHIL 2306 Intro to Ethics	3
Fifth Semester - Spring	
OTHA 2366 Practicum OTA I – Level II Fieldwork	3
OTHA 2367 Practicum OTA II – Level II Fieldwork	3
	60 SCH

Syllabus Link to Curriculum Design

First Semester - Summer

OTHA 1405 - Principles of Occupational Therapy
This course serves as the foundation for the development of specific skills required of the occupational therapy assistant by understanding the history, philosophy, and strategic use of occupation to promote health, wellness, and function. The student is introduced to the professional behaviors expected as an emerging practitioner and learns about the impact and benefit of occupation on life roles in persons, groups, and communities. The student begins to learn about concepts of clinical reasoning to creatively solve problems and learns to find and use resources to support lifelong learning. The student is introduced to the unique nature of the patient care environment and is expected to demonstrate safe behaviors and sound judgment within this environment.

Second Semester - Fall

OTHA 1309 - Human Structure and Function in Occupational Therapy
This course provides the student with an opportunity to use clinical reasoning to analyze human movement and to perform basic assessment procedures required of the OTA in the clinical setting. Through the study of biomechanics and the musculoskeletal system, the student will gain insight into the barriers that may affect occupational performance and how practitioners therapeutically use occupation to restore deficits in the musculoskeletal system. The student will have the opportunity to demonstrate skills of collaboration between the OT and OTA (professional behaviors) and practice assessment and documentation techniques for effective service provision. This course serves to demonstrate opportunities for lifelong learning.

OTHA 2301 – Pathophysiology in Occupational Therapy
The student is introduced to pathology and general health management of diseases and injuries across the lifespan and the effects of disease and injury on occupational performance. The student uses early clinical reasoning skills to connect the symptoms associated with disease and injury to the framework. Students are encouraged to develop professional behaviors during participation in course assignments, discussions, and projects. The need for lifelong learning is emphasized to understand new developments in the management of disease and injury as they relate to occupational performance.

OTHA 1415 – Therapeutic Use of Occupations or Activities I
This course expands on the nature of occupational performance, enabling students the opportunity to facilitate clinical reasoning skills by utilizing the Occupational Therapy Practice Framework to analyze task performance. Societal, lifestyle and cultural factors affecting the way in which “normal” occupational performance occurs are emphasized, thus advancing the student’s perspective in lifelong learning. Challenges to (abnormal) occupational performance due to disease, injury, or lack of opportunity are then introduced to allow the student to compare/contrast task performance. Learning about the therapeutic use of occupation takes place as the student applies evidence to grade, adapt, and modify tasks. Students work in teams throughout the semester, demonstrating appropriate professional behaviors that contribute to successful teams.

Third Semester – Spring

OTHA 2309 - Mental Health in Occupational Therapy
The course introduces the student to assessment and intervention related to mental health. The student applies course content from the previous semesters as higher levels of learning take place. The student is expected to use clinical reasoning skills in the safe and appropriate application of selected skills and activities that include the therapeutic use of occupations and group processes to facilitate change. Professional behaviors are emphasized as the student uses critical thinking skills to identify and prioritize problems and communicate problem areas and solutions to peers and the instructor.

OTHA 2302 - Therapeutic Use of Occupations or Activities II
The course introduces the student to assessment and intervention of physical dysfunction. The student applies course content from the previous semesters as higher levels of learning take place. The student is expected to use clinical reasoning skills in the safe and appropriate application of selected skills and activities that include the use of preparatory activities and occupations to facilitate change. Professional behaviors are emphasized as the student uses critical thinking skills to identify and prioritize problems and communicate problem areas and solutions to peers and the instructor.

OTHA 1341 - Occupational Performance from Birth through Adolescence
The course introduces the student to assessment and intervention in the pediatric and adolescent population. The student applies course content from the previous semesters as higher levels of learning take place. The student applies clinical reasoning skills to investigate barriers to occupational performance in this population and develop occupation-based intervention plans. Professional behaviors are emphasized as the student learns about the role families play in the health care team and how to communicate with clients and families.

OTHA 1319 - Therapeutic Interventions I
The course provides the student with an opportunity to apply clinical reasoning, evidence of learning, basic documentation skills, and professional behaviors during simulated mental health, neurological, and pediatric-adolescent interventions. Utilizing an electronic medical record (EMR), the student creates a client problem list, uses evidence to develop goals and an occupation-based intervention plan, demonstrates the intervention plan, and documents the intervention. The student uses feedback from the instructor and video playback for self-reflection to modify behaviors, activities, and skills, demonstrating self-directed learning. The student further pursues learning by giving constructive feedback to peers.

OTHA 1161 - Clinical in OTA I
Concurrent participation in level I fieldwork with pediatric-adolescent and mental health coursework reinforces concepts presented in the classroom. The student has an opportunity to practice skills and implement strategies learned in the classroom. The student practices incorporating professional behaviors during interactions with clients, staff, and supervisors. The student assists in the development of occupation-based interventions, while gaining an understanding of occupation's therapeutic benefits. The student uses clinical reasoning to identify and solve problems in the clinical setting. The student self-assesses learning under guidance and begins to develop strategies to advance learning in the clinical setting.

Fourth Semester - Fall

OTHA 2304 – Neurology in Occupational Therapy
The course introduces the student to assessment and intervention in populations with neurological conditions. The student applies course content from the previous semesters as higher levels of learning take place. Students are expected to use clinical reasoning skills in the safe and appropriate application of selected skills and activities that include the therapeutic use of occupations to facilitate change. Professional behaviors are emphasized as students use critical thinking skills to identify and prioritize problems and communicate problem areas and solutions to peers and the instructor.

OTHA 2235 - Health Care Management in Occupational Therapy
This course explores the professional conduct, standards, and ethical behavior required of occupational therapy practitioners. In addition, this course provides basic information in personnel and department management necessary for effective service delivery. The student uses advanced clinical reasoning to create projects related to program development and service management. The student develops a professional development plan and participates in service learning, advancing the pursuit of lifelong learning. Professional behaviors are applied as students learn how to identify and resolve ethical conflicts in practice and strategies for effective communication within the health care team. The student explores program development and the therapeutic benefits of incorporating occupations within these programs.

OTHA 2405 – Therapeutic Interventions II
The course provides the student with an opportunity to synthesize advanced clinical reasoning, evidence of learning, advanced documentation skills, and professional behaviors during simulated interventions related to physical

dysfunction conditions. Utilizing an electronic medical record (EMR), the student creates a client problem list, uses evidence to develop goals and an occupation-based intervention plan, demonstrates the intervention plan, and documents the intervention. The student uses feedback from the instructor and video playback for self-reflection to modify behaviors, activities, and skills, demonstrating self-directed learning. The student self-evaluates behaviors and skills and creates and implements self-learning plans, enhancing the student's understanding of personal responsibility for lifelong learning.

OTHA 1162 - Clinical in OTA II
Concurrent participation in level I fieldwork with physical dysfunction coursework reinforces concepts presented in the classroom. The student has an opportunity to advance skills and implement strategies learned in the classroom. The student incorporates appropriate professional behaviors during interactions with clients, staff, and supervisors. The student participates in occupation-based interventions and demonstrates understanding of occupation's therapeutic benefits. The student uses advanced clinical reasoning to identify and solve problems in the clinical setting. The student self-assesses current knowledge and creates strategies to advance learning in the clinical setting.

Fifth Semester - Spring

OTHA 2366/OTHA 2367 - Practicum in OTA I/II Level II Fieldwork
Level II fieldwork is a transition between academic student and entry-level practitioner. The student completes workplace training supported by an individualized learning plan developed by the fieldwork educator, College, and the student. The student uses advanced clinical reasoning skills to apply acquired skills and concepts within an occupational therapy setting. The student demonstrates professional behaviors in all interactions with clients, team members, family, and caregivers, including communication, interpersonal skills, appreciation of diversity, and personal responsibility. The student develops and implements occupation-based interventions, under appropriate supervision. The student self-evaluates current knowledge and develops a professional development growth plan based on individual needs and interests, elevating lifelong learning.

Learning Strategies

Prerequisite biological science (anatomy and physiology) and English composition prepare students to enter a health professions program. Students enter the OTA program in the summer semester, beginning with principles of occupational therapy. Topics include the profession's history and philosophy; meaning and use of occupation; theories, models, and frames of reference; education and roles of OT personnel; occupational therapy terminology; patient care skills; practice settings; professional development; ethics; core values; standards of practice; and evidence-based practice.

In the second semester, students expand their knowledge, learning new concepts that include kinesiology, activity analysis, life span growth and development, pathophysiology, and anatomy/physiology. Incorporating strategies from problem-based learning, students actively participate in selected occupations and develop written task analyses. Skills challenges, lab demonstrations, and presentations enable students to use higher levels of learning to apply information.

In the third semester, students begin to apply content from the previous semesters to physical dysfunction, mental health, and pediatric content. Each content course covers theory and frames of references, assessment tools and techniques, and intervention strategies appropriate to the population, using the occupational therapy process as a guide. Students apply the concepts and techniques from content courses in the first intervention course. Students use evidence-based practice to create, implement, and document simulated client interventions. Roles plays and treatment challenges reinforce learning and provide opportunities for instructors to give students feedback. Level I fieldwork is focused on mental health and pediatric/adolescent populations in clinics hosted by the program. Simucase (online learning platform) assignments support fieldwork and are used to develop clinical skills through virtual patient simulations. The semester culminates in a Metamorphosis Room, in which students create and implement an occupational therapy intervention in a simulated environment.

During the fourth semester, students continue to apply content from previous semesters. Students enroll in a

neurological conditions course, an advanced intervention course, and a management course. The neurology course covers theory and frames of reference, assessment tools and techniques, and intervention strategies appropriate to the population. Students learn about occupational therapy management via project-based learning. Examples include a review of ethical situations in the clinical environment, strategic planning for a given organization, quality improvement planning, and designing a community-based program. Students apply advanced concepts and techniques in the second intervention course. Students use evidence-based practice to create, implement, and document simulated client interventions. Roles plays and treatment challenges reinforce learning and provide opportunities for instructors to give students feedback. Level I fieldwork is focused on physical dysfunction populations in traditional occupational therapy settings and a clinic hosted by the program. Simucase (online learning platform) assignments support fieldwork and are used to develop clinical skills through virtual patient simulations. The semester culminates in a Metamorphosis Room, in which students are expected to demonstrate advanced clinical reasoning in a simulated intervention experience.

In the final semester, Level II fieldwork marks the transition between student and entry-level practitioner. Students complete 16 weeks of supervised general workplace training supported by an individualized learning plan developed by the employer, College, and student. The student will have the opportunity to apply newly acquired skills and concepts within traditional occupational therapy settings.

Admission, Progression, Completion

Admission

Admission to the OTA program is a separate procedure from admission to Navarro College. Applicants must first meet all admission criteria for Navarro College. The student may apply to the program once enrolled in Navarro College. Potential applicants are encouraged to attend one of the information sessions conducted at various times throughout the year. Positions in the program are limited. Admission decisions will be made through a points system. Priority status is determined from the following: Grade earned in prerequisite courses on the OTA degree plan, previous health work experience, completion of prior degree or health certification, and the admission essay.

Navarro College will determine annual enrollment. Decisions are based upon available fieldwork education sites, faculty, and other applicable factors. Admitted students will attend a mandatory orientation meeting before the start of the first OTHA course. A student previously enrolled in another OTA program but unsuccessful in that program will be considered secondary priority (academic circumstances) or third priority (academic and/or behavioral/ethical concerns) in terms of admission.

Additional admission requirements: criminal history background check. A criminal background check will not exclude a student from admission to the program. A student with a criminal history will meet with the program director to discuss the implication of the record on potential progression and completion of all the requirements of the curriculum.

The point system is outlined below.

Summary of selection criteria and weight:	
Healthcare experience	(0.5) 12.5%
Prior Degree	(0.5) 12.5%
Completion/earned grade ENGL 1301	(1.0) 25%
Completion/earned grade BIOL 2401	(1.0) 25%
Admission Essay	(1.0) 25%
Total	(4.0) 100%

Estimated Program Costs 2026-2027

Freshman Year (Summer) - 4 hours OTHA Courses			
	In District	**Out of District**	**Out of State**
Tuition	$437	$665	$913
Program Fees	$144	$144	$144
Additional Student Costs *	$215	$215	$215
Total	**$796**	**$1,024**	**$1,272**
Freshman Year (Fall) - 10 hours OTHA Courses + 7 hours Core Courses			
Tuition	$1698	$ 2667	$3721
Program Fees	$ 536	$ 536	$ 536
Additional Student Costs *	$ 287	$ 287	$ 287
Estimated Total	**$2,521**	**$3,490**	**$4,544**
Freshman Year (Spring) - 13 hours OTHA Courses			
Tuition	$1310	$2051	$2857
Program Fees	$ 744	$ 744	$ 744
Additional Student Costs *	$ 543	$ 543	$ 543
Estimated Total	**$2,597**	**$3,338**	**$4,144**
Sophomore Year (Fall) - 10 hours OTHA Courses + 3 hours Core Courses			
Tuition	$1310	$2051	$2857
Program Fees	$ 412	$ 412	$ 412
Additional Student Costs *	$ 61	$ 61	$ 61
Estimated Total	**$1,783**	**$2,524**	**$3,330**
Sophomore Year (Spring) – 6 hours OTHA Courses			
Tuition	$631	$973	$1345
Program Fees	$473	$473	$ 473
Additional Student Costs *	$ 0	$ 0	$ 0
Estimated Total	**$1,104**	**$1,446**	**$1,818**
TOTAL ESTIMATED PROGRAM COST	**$8,801**	**$11,822**	**$15,108**

Program Fees			
Health Professions Fee	Lab Fee	Clinical Travel Fee	Insurance Fee
$35 per credit hour	$24	$20	$13
Drug Screen Fee	EHR Go Software	AOTA Membership	Simucase
$60	$53	$78	$130
Exam Prep Course			
$230			

Tuition includes institution fees such as building use, matriculation, etc.

Total Estimated Program Cost does not include any pre-requisite tuition or fees that may be required for admission to the program. Additional Student Costs are estimated student costs that are purchased at vendors of your own choosing. These costs include textbooks, immunizations, supplies, background check, etc. Tuition, fees, and additional student costs are subject to change.

Degree Requirements

The Associate in Applied Science Occupational Therapy Assistant degree requires 60 credit hours and includes sixteen (16) weeks of full-time fieldwork in occupational therapy settings under the supervision of an occupational therapy practitioner. The degree requires seventeen (17) credit hours of academic courses and forty-three (43) credit hours of program-specific courses. The program can be completed in 22 months.

Delivery Method

The OTA program is delivered in a hybrid format. This means that 50% of the course content is taught through asynchronous distance education via Canvas, and 50% of the course content is taught on campus during weekly labs.

Technology Requirements

Students must have Internet access and basic word processing skills to participate in the distance education components. Canvas is an online Learning Management System (LMS) used at Navarro College for its students to navigate course sites and submit homework assignments. Students can access Canvas via Self Service.

Navarro College has replaced traditional open labs (Computer Labs) with self-checkout Computer Laptop Kiosks. Students can borrow a laptop and use it anywhere that is conducive to their learning style. The College's laptops are equipped with basic software and can be checked out for up to four (4) hours and returned at the same location. Students are allowed to take the laptop off campus but must login with their Navarro College ID and password for the laptop to work.

Requirements for Academic Progression

The Navarro College OTA faculty are committed to ensuring that each student has opportunities to experience success while enrolled in the OTA coursework. Common reasons for withdrawal from the OTA program include academic, health, financial, and/or personal reasons. Students who may be having difficulty and are considering withdrawal from the program are encouraged to meet with the program director to discuss options.

Progression Requirements:

- The student must obtain proof of required immunizations, CPR certification, and liability insurance, prior to client contact, which includes coursework and fieldwork education, or the student will not be allowed to progress in the program.
- The student must obtain evidence of a “clear” background check, as defined by facility requirements. A felony conviction may affect the student’s ability to progress with coursework, sit for the NBCOT certification examination, and/or obtain state licensure.
- Occupational therapy courses must be taken in sequential order. Students are not allowed to “jump ahead” in occupational therapy coursework.
- All coursework (core courses and OTHA courses) must be completed with a grade of “C” or better for a student to proceed in the program. The minimum grade for “C” in an OTHA course is a 75.
- A student who does not pass an OTHA course, will not move forward in the program and will be required to apply for readmission, based on eligibility.
- A student who interrupts the sequence of OTHA courses, due to grades or elective withdrawal, may require additional coursework to ensure clinical readiness. Faculty will determine if a student will be required to take additional courses prior to readmission to the program.
- All academic coursework must be completed before the start of Level II fieldwork.
- If for any reason a student must withdraw from the OTA program, readmission will require approval of the Program Director. (**Refer to Readmission**)

Grade Requirements

A student must earn a minimum grade of C (≥ 75) in each occupational therapy course to progress in the program. All additional coursework (non-OTHA courses) requires a grade of C (≥ 70) or better to complete the program. The final grade for Level I and Level II fieldwork will be graded and recorded as either pass or fail. **(Refer to Grading)**

A student who earns less than a "C" in an OTHA course will be academically dismissed from the program. The student can apply for readmission into the program during the next open application period if eligible. (**Refer to Readmission**)

Time Limits

Entry into Level II fieldwork must occur within six (6) months and completion of Level II fieldwork must occur within 16 months of completing the academic portion of the program. The student must complete the program within four (4) years of registration of OTHA 1405.

Transfer Students

Students who attend another OTA program can apply for admission to the Navarro College OTA program. The faculty will consider space availability, transferability of previous coursework, dates of previous enrollment, and student standing in the previous program when considering a transfer student for admission to the program. A transfer student must meet all Navarro College requirements for enrollment and potential graduation (number of credit hours completed at Navarro College).

The potential transfer student will complete the following steps:

1. Complete the enrollment process at Navarro College.
2. Submit the Application for Admission to the OTA Program
    a. Submit by April 1st (summer enrollment)
    b. Submit by June 1st (fall enrollment)
    c. Submit by November 1st (spring enrollment)
3. Submit to the program director a letter of recommendation written by the previous OTA program director. An email from the program director is acceptable.
4. Submit to the program director copies of transcripts documenting OTA coursework.

Program faculty will review the completed application and may request additional information from the student, such as course syllabi. An admitted transfer student will need to successfully demonstrate competency in selected skills before they are eligible to enroll in classes. The student may be required to demonstrate the prerequisite OTA skills appropriate to the status in the OTA curriculum by written or oral exam, skill check-off, or fieldwork education in any combination. Students who do not demonstrate ability to satisfactorily perform previously acquired skills or who demonstrate deficiencies will not be eligible for admission. Satisfactory performance is defined as a grade of C (≥ 75) or better.

Student Withdrawal and Dismissal

Navarro College and the OTA Program reserve the right to request at any time the withdrawal or dismissal of any student whose health, conduct, fieldwork performance, and/or academic performance indicate that it would be inadvisable for the student to continue with the program. The OTA program director retains authority for student dismissals and withdrawals.

A student may be withdrawn or dismissed from the program under the following situations:

a. Inability to meet class attendance or class participation requirements due to health or other personal

reasons.

b. Student behavior that directly reflects the profession of occupational therapy and the College. Unprofessional student behavior may result in a faculty recommendation for disciplinary action, failure, and/or dismissal.
c. Inability or unwillingness on the part of the student to change behaviors to meet the objectives. (Ex: habitual absences or tardiness).
d. Inappropriate behavior or unreasonable lack of skill or fidelity during fieldwork education that includes but is not limited to:
    1. Revealing the details of professional services rendered or confidences of a client to the public.
    2. Falsification of clinical records or reports.
    3. Altering existing records or reports.
    4. Performing duties with physical or mental impairment that could result in harm to the client.
    5. Any behavior that may be deemed as detrimental to clients.
e. Failure to adhere to established rules and procedures of the College or its clinical affiliates.
f. Willful damage, destruction, or theft of property.
g. Failure to maintain satisfactory working relationships with peers, instructors, clients, supervisors, or colleagues.
h. Cheating on assignments, projects, presentations, oral/written reports, and/or examinations.
i. Failure to maintain scholastic requirements.
j. Inappropriate or negative comments or photographs related to the program and/or fieldwork on social networking sites (e.g., Facebook, Twitter, Instagram, personal blogs).
k. Possession of or under influence of illegal substances or prescription drugs for which there is no prescription.

The following steps outline the program's procedure regarding dismissal/withdrawal of students.

1. The faculty member will notify the program director of the issue necessitating dismissal/withdrawal.
2. The full-time faculty will collectively review the documentation and make recommendations to the program director.
3. The program director will review the faculty's recommendation and will consult with the Executive Dean of Health Professions regarding the recommendation.
4. The student will be notified of the decision in writing.

A student may request voluntary withdrawal from the program at any point in the semester by notifying the program director in writing. It will be the student's responsibility to follow-up with the Registrar to "drop" the course(s) he/she will be withdrawing from.

If a student is withdrawn from an academic course that coincides with a Level I fieldwork course (OTHA 1161 or OTHA 1162), the student will also be withdrawn from the fieldwork course.

All students withdrawing from or dismissed from the OTA Program will conduct an Exit Interview with the OTA program director. It is the student's responsibility to contact the director to set up the Exit Interview.

Readmission

A student who fails to obtain the minimum grade of a "C" (≥ 75) in an OTHA course(s), drops an OTHA course(s), voluntarily withdraws, or is dismissed from the program will not be allowed to progress in the program and must apply for readmission. Students are encouraged to re-enter the OTA Program within one year but must apply and be accepted to re-enter within two years to ensure continuity in learning. A student may request only one readmission to the program, however, an exception may be made by the program in certain circumstances, such as those defined by federal statute. Special consideration will not be given to students seeking multiple readmissions due to academic performance.

To be eligible for readmission, the student must initiate an Exit Interview with the OTA program director within three (3) weeks of dismissal or withdrawal. It is the student's responsibility to initiate the interview, which can occur by phone, email, letter, or in person. During the Exit Interview, the student may explain reasons for withdrawal or

dismissal.

Students choosing to apply for readmission into the program must complete an updated application form, provide a current criminal history background check, and submit a letter of request for re-admission to the program director. Interested students should submit all required information by these dates: **Fall Entry – by April 1st**; **Summer I or II Entry – by June 1st**; and **Spring Entry – by November 1st**.

A student selected for readmission may be asked to enter into a contractual agreement to solve the problems or correct situations which contributed to the withdrawal or dismissal. The student will be required to provide proof of successful completion of the contractual agreement prior to enrollment in courses. The student may be required to demonstrate the prerequisite OTA skills appropriate to the status in the OTA curriculum by written or oral exam, skill check-off, or fieldwork education in any combination. Students who do not demonstrate ability to satisfactorily perform previously acquired skills or who demonstrate deficiencies will not be eligible for re-admission. Satisfactory performance is defined as a grade of "75" or better.

If more than one student applies for re-entry and meets all readmission criteria, the student will be placed on a waiting list and admitted according to space availability. Space availability takes into consideration classroom and lab space, faculty, and fieldwork education sites. Space availability may vary by both semester and freshmen/sophomore standing. "Space Available" for fieldwork is defined as 100% of the number of students entering the second year of study of the year preceding normal practicum placements.

Students will be ranked first according to the priority guidelines listed below and second according to cumulative grade point average rankings.

Readmission Priority Guidelines

Priority:	Withdrawal for personal/health reasons and in good academic standing (Example: family problems, personal health, finances)
Second Priority:	Withdrawal or dismissal for poor academic or clinical performance.
Third Priority:	Withdrawal or dismissal for poor academic or clinical performance and/or documented behavioral/ethical issues

Students selected for readmission to Level I or Level II fieldwork will be required to meet with the Fieldwork Coordinator to ensure the Red Notebook is current.

Any behavior in the fieldwork setting that may be judged as detrimental to clients shall be considered reason for immediate withdrawal with a grade recorded as "F." A student who has been dismissed from Level I or Level II fieldwork for failure to adhere to the American Occupational Therapy Association Code of Ethics, failure to adhere to safety regulations, or failure to use sound judgment regarding safety of self and others will not be eligible for readmission into the OTA Program.

Graduation Requirements

To be awarded the Associate of Applied Science (AAS) degree in Occupational Therapy Assistant, students must meet the following graduation requirements:

1. **Successful Completion of All Program Courses**
    - Students must complete all required OTA and general education coursework as outlined in the program's curriculum plan.
    - A minimum grade of **"C" or higher** must be earned in all Occupational Therapy Assistant (OTA) courses and required general education courses.
2. **Completion of Fieldwork Requirements**

- Students must earn a “Pass” in all **Level I and Level II fieldwork experiences** in accordance with ACOTE standards.
- Level II fieldwork must be completed within **16 months of academic coursework completion**.

3. **Application for Graduation**
    - Students must submit a formal **Application for Graduation** by the college deadline for the intended semester of graduation.

NAVARRO COLLEGE

NOTIFICATION OF DISMISSAL FROM OTA PROGRAM

Student Name: Student ID:
Date Withdrawn: Current Email Address:

I. Reason for Dismissal

_____ A. Voluntary (i.e., Health/Financial/Other)
_____ B. Course Grade _____
_____ C. Clinical Performance
_____ D. Unprofessional Behaviors or Other

Provide description for selection above:

_____

_____

_____

II. Eligible for Readmission _____yes_____no

If no, provide explanation:

_____

III. Readmission Policy

Refer to the OTA Student Handbook regarding the policy and procedure for readmission to the OTA program.

IV. Student Comments

_____

_____

_____

_____ _____
Student Signature Date

_____ _____
Program Director Signature Date

Health and Safety

Personal Health Insurance

Students enrolled in the OTA Program may be required to have current personal health insurance if requested by an assigned fieldwork facility.

Student Physical Examination

Each student will undergo a physical health examination by a certified health professional upon admission to the program. Physical examination forms are included in this handbook. The student is responsible for the cost of the physical health examination.

NOTE: The physical health examination requires the student to read the **Performance Standards**. The student and the health professional must sign the form indicating their ability to meet the standards and/or any limitations which may be present. Refer to **Performance Standards** document in this handbook or the OTA webpage.

Vaccinations

The student will submit proof of current vaccination status upon admission. Failure to demonstrate proof of vaccination may hinder a student's ability to enter classes or fieldwork.

A current list of vaccines can be found on the Vaccinations form, located in this handbook. All vaccinations must be current prior to client contact. The student is responsible for the cost of all vaccinations, titers, and/or records.

A fieldwork site has the right to refuse student placement in a facility if a student declines vaccination for any reason. Refusal to obtain required vaccines may impact the student's ability to complete the program's fieldwork requirements in a timely manner and may result in withdrawal from the OTA program unless an alternate site can be confirmed.

Cardiopulmonary Resuscitation (CPR)

The student will complete an approved healthcare provider CPR course upon admission. The student is responsible for renewing certification before its expiration and all costs associated with certification. **Online CPR renewals will not be accepted.**

Infectious Disease

The student may be exposed to environmental hazards and infectious diseases while performing OTA duties during experiential learning opportunities or fieldwork education. Examples of infectious disease include but are not limited to tuberculosis, hepatitis B, and HIV. The student understands and assumes the risks involved and agrees to abide by the policies and procedures of each facility regarding exposure to infectious diseases and infection control.

Standard Precautions

All students will be instructed in blood borne pathogen precautions before client contact. With direct client care, there is an increased risk of exposure to blood and bodily fluids. It is imperative to consider all clients as potentially infected with bloodborne pathogens. The following precautions are to be followed by all OTA faculty and students in lab and in fieldwork education:

1. Students will follow standard precautions procedures as outlined by the academic or fieldwork education site.
2. Proper hand washing will occur before and immediately following client contact.
3. Gloves will be worn when touching:
    a. Blood and body fluids
    b. Mucous membranes
    c. Non-intact skin
    d. Handling items or surfaces soiled with blood or body fluids.
4. Gloves shall be changed between patients and hand hygiene conducted.
5. Gloves that are punctured or torn while in use shall be removed as soon as possible. Hand hygiene is to be conducted, and new gloves are applied to proceed with the task.
6. Protective eyewear should be worn at any time droplets of blood or other body fluids might contaminate the eyes of the caregiver.
7. Sharps will be placed in a sharp container (puncture resistant) immediately after use.
8. Any break in the skin integrity of the caregiver will be covered by a protective covering.
9. Soiled linens will be put in bags at the bedside and are not to touch the uniform.
10. Spills shall be removed with gloved hands and paper towels. Then, have housekeeping clean and disinfect the area. For hazardous spills or accidental exposure, refer to the MSDS for appropriate procedures.

Drug and Alcohol Use

Navarro College is drug-free. Any student found in violation of the Student Code of Conduct, which prohibits the use, possession, or distribution of any illegal drugs or paraphernalia as defined by the Comprehensive Drug Abuse Prevention & Control Act of 1970, will be subject to appropriate disciplinary and legal action, which will lead to immediate suspension or expulsion from Navarro College. The use of recreational drugs, prescription drugs for which the student does not have a prescription, and the use of alcohol during college classroom, lab, and fieldwork training endangers the student, clients, peers, faculty, and others. Navarro College does not allow the presence of alcohol on Navarro College property or at any student activity associated with the College.

Because of the potential for harm, student use of drugs and alcohol in a manner that carries over into the academic or fieldwork setting is considered unethical behavior. If there is substantial cause to suspect the student is under the influence of alcohol or drugs during classroom or lab education, the student will be escorted to the Navarro College Campus Police Department for interview and actions as appropriate, including dismissal from the program.

A fieldwork student suspected of being under the influence of drugs (prescription or illegal) and/or alcohol will immediately be dismissed from the fieldwork site. The facility will contact the fieldwork coordinator or a representative from the program. The student's emergency contact listed on the Personal Data Sheet will be notified to drive the student home. The student will follow up with the academic fieldwork coordinator (AFWC) within 24 hours and be subject to a drug screen and/or disciplinary action, up to and including dismissal from the program. Failure to contact the fieldwork coordinator within 24 hours will lead to automatic dismissal from the program.

The OTA program director reserves the right to institute random drug screens during the OTA student's enrollment in any class, lab, or fieldwork setting. A minimum of two random drug screens will occur while a student is enrolled in the program. The drug screen will be Chain of Custody and will screen for a minimum of the following classifications of drugs: cannabis, opiates, cocaine, amphetamines, benzodiazepines, PCP, and barbiturates. The student will be responsible for any cost involved in a random or required (by any fieldwork education facility) drug

screen. Failure to comply with the drug screen or to pay for the drug screen will result in dismissal from the OTA Program. The procedures for the screen will be determined by the company contracted to do the screen.

The contracted company will notify the AFWC and the student in the event of a positive result on a drug screen. It is the student's responsibility to follow the instructions given by the agency to clear the positive drug screen result. A written verification from the student's physician may be necessary to clear the result. A positive drug screen for an illegal substance will result in automatic dismissal from the program. The student may/may not be eligible for readmission.

Should a student receive a positive drug screen for a prescription drug without proof of prescription, the faculty shall collectively review all the available information and consult with the Executive Dean of Health Professions before deciding. The program reserves the right to dismiss a student who is taking prescription drugs not prescribed to them and is found to have a positive drug screen.

Tobacco/Nicotine Use

Smoking, vaping, or other use of tobacco products is prohibited on or inside any college-owned or leased property, college-owned or leased facility, or at any college-sponsored event. This also applies to experiential learning experiences, field trips, and fieldwork education. This includes all buildings, grounds, sidewalks, parking lots, and streets within the campuses or facilities as well as any college-owned vehicles.

Criminal History and Background Check

The OTA student's reputation is a valuable personal resource. It can either assist or interfere with education, fieldwork training, employment opportunities, and financial status.

The student must meet the requirements of the Navarro College Health Professions Division and/or the OTA program for submitting a criminal history background check. The cost and procedure for the criminal history background check may change based on the needs of the fieldwork sites. The OTA program reserves the right to change the procedure required to complete the background check as well as any additional requirements. A student must acknowledge in writing as part of the application process the role criminal history offenses may play in the student's ability to progress in the program.

A felony conviction may affect a graduate's ability to sit for the NBCOT Certification Examination or attain state licensure.

A student who does not have a clear criminal history record will set up a meeting with the program director and fieldwork educator prior to entry into the OTA Program to discuss the implication of the criminal record on progression in and completion of all requirements of the curriculum. The fieldwork coordinator may consult with a panel of fieldwork educators regarding the criminal record and the ability to complete fieldwork in their facilities. The student will remain anonymous in this process; only the criminal record will be considered. Counseling may also include referral to the Texas Board of Occupational Therapy Examiners (TBOTE).

It is the responsibility of the student to inform the OTA program of any changes in the status of criminal history after admission to the program within two (2) academic days following any incident resulting in arrest or pending arrest. Failure to do so may result in immediate withdrawal from the OTA Program. If a student is convicted of an offense while enrolled in OTA coursework, the student must notify the program the next academic school day. For academic courses, the student will abide by the Navarro College Student Behavior policies for continuing in class. The student cannot attend fieldwork (I or II) until a determination can be made that the student's criminal history status agrees with the facility guidelines. All information regarding criminal history status will remain confidential.

Fieldwork training sites, in accordance with the Regulations of the State of Texas and national accreditation agencies, require employees, students, and volunteers who work with children, the elderly, or persons with disabilities to have a "clear" criminal history background check. Agencies vary as to what the definition of "clear" means. Students cannot participate in lab or fieldwork studies involving clients without a "clear" criminal history background check. The facilities may choose to request national and international criminal history background checks as well. The final decision regarding acceptance of a student for fieldwork training based on previous criminal history rests with each facility. Denial of a student by a facility may negate the student from progressing in the program, whether the placement is for Level I or Level II fieldwork. Alternate sites may/may not be available depending on the setting and focus of the fieldwork rotation.

Professional Liability Insurance

OTA students purchase professional liability insurance via a course fee. Students may prefer to purchase additional liability insurance. Students readmitted to the program may need to purchase renewed liability insurance directly from the College Cashier. The professional liability insurance will not pay for injuries to the student – only for injuries to the client. The student is completely responsible for personal medical costs incurred during coursework or fieldwork education. If the student injures the client, the limited liability insurance may or may not cover all legal costs.

Accident or Injury Reporting

If a student is injured while in the classroom setting, the program director must be notified immediately. The program director will be responsible for completing all necessary documentation, including the Health Professions Incident Report, with the assistance of the student and the appropriate instructor.

If a student is injured during fieldwork, the fieldwork educator and the academic fieldwork coordinator must be notified immediately. The fieldwork coordinator will notify the program director and complete all necessary documentation, which may include the Health Professions Occurrence Report, with the assistance of all parties involved.

Navarro College, program faculty, fieldwork educators and the fieldwork facility are not responsible for any claims for expenses that result from an action of a student or patient in the classroom or fieldwork setting that results in injury to the student. Students are advised to carry a personal health insurance policy. The student is responsible for personal medical care/expenses.

The Navarro College OTA Program also reserves the right to require a physician's statement authorizing that the student can safely resume/continue patient/client care at appropriate level of fieldwork requirements, after an illness or injury. Each case will be considered on an individual basis with the program director having the final authority to permit/deny a student's request to continue classroom/fieldwork activities.

Lab Safety

Students are expected to use the space for OTA instruction in the same manner each student will use the treatment space during fieldwork and following certification as a professional. Effective use of space and equipment is a habit learned through practice. The classrooms and laboratory areas used for OTA instruction should be maintained as a valuable resource for the student. Materials, supplies, study aids, books, journals, and other educational resources are not to be removed from these areas without permission of the OTA instructors.

Rooms and equipment should be maintained in a manner that will ensure safety and access just as will be expected in a professional environment. Unsafe behavior around OTA equipment and/or failure to follow safety procedures in the classroom/lab will not be tolerated and may result in disciplinary action.

The following procedures outline expected safety standards in the classroom/laboratory areas used for OTA instruction:

- Food (including gum/candy) and/or drinks are not allowed in designated lab areas.
- Standard precautions as defined by the Occupational Safety and Health Administration (OSHA) are always to be followed.
- The faculty shall be responsible for demonstrating proper use of any hazardous materials and appropriate use of department equipment. A student may only use a piece of equipment if instructed in its use with proper supervision or permission.
- Each student is responsible for the equipment he/she is using.
- Each student is required to clean the treatment area and equipment upon completion of use.
- All equipment must be returned to the shelf, cabinet, or area where it is typically stored.
- Linen is to be taken to cleaners once the basket is full.
- Clean linens will be stored in the cart or extra storage.
- Report any equipment damage immediately to the instructor. Equipment will not be used if unsafe until a work order has been completed.
- Yearly inspection of all electrical equipment and fire extinguishers is completed by the maintenance department. Fire extinguishers are tagged to reflect the date of inspection. All other equipment is serviced by submission of a work order as needed.
- First aid kits are in BC 227 (Corsicana) and NCMC 224 (Midlothian).
- Navarro College employees shall not dispense or administer any medications, including common pain relievers.
- In case of burn injuries, no ointment or creams will be applied. Use of ice, cold pack, or cold water is recommended.
- In the case of accidental exposure to any hazardous materials, refer to the MSDS for appropriate procedures located in BC 227 (Corsicana) and NCMC 224 (Midlothian).
- The hydrocollator and refrigerator will be monitored weekly, and a temperature log maintained.
- To ensure the student's safety, it is recommended that when practicing in the lab, they do so in the company of at least one other OTA student.
- Students will not be permitted to work in the labs without a faculty member present on campus.
- Unauthorized visitors are not permitted in OTA lab areas.

Campus Safety

The Navarro College Department of Public Safety has developed a comprehensive safety plan. The plan is designed to prepare people on campus for unlikely events, such as hostile situations, as well as events such as inclement or severe weather.

These measures are implemented to notify the campus community in the event of a problem or emergency.

- **Watchdog Alert System** – Automatically alerts by phone, email, text message and PDA of an emergency that could affect the campus. Students should update their information in Self Service each semester to ensure the College has current contact information.
- **Navarro College Website/Social Media** – In the event of an emergency, a special page with instructions will be available.
- **Fire Alarm** – If this alarm sounds, leave the building quickly and move to the designated area.

These terms will be used when an alert is issued, which will quickly instruct the student on what to do next.

- Lockdown: Locks, lights, out of site; prepare to evade or defend
- Lockout: Secure the perimeter; business as usual
- Evacuate: Leave belongings behind except phone; follow instructions
- Secure: Return to inside of building and lock doors; business as usual
- Shelter: Evacuate to shelter area inside building (tornado) or seal the room (hazmat)

In An Emergency posters are posted in public areas and classrooms and can be found on the College

website. Students are encouraged to become familiar with these procedures. Students will be oriented to these procedures as well as the location of fire extinguishers, first aid kit, MSDS, building exits, and other information as needed during the first semester of the OTA program.

Navarro College is committed to providing a safe environment for students, faculty, staff, and visitors, and to respect the rights of individuals who are licensed to carry a handgun where permitted by law. Individuals who are licensed to carry may do so on campus premises except in locations and at activities prohibited by law or by this policy. Refer to the Navarro College Board Policy Manual Section GJ.1 for more information.

Professional Conduct

OTA students are expected to conduct themselves in a mature, responsible, and professional manner in and out of the classroom. Unbecoming conduct which casts doubt on the ability of a student to fulfill the role of a student in the OTA Program will subject the student to disciplinary action as outlined in the College Student Handbook and the OTA Student Handbook.

Attendance

The attendance policies of Navarro College will be adhered to as stated in the College Student Handbook and the course syllabi. Some OTA courses may have more rigid requirements regarding attendance and late arrivals/leaving early than others. These requirements are described in the corresponding course syllabus and will be reviewed by the course instructor. Students are expected to arrive promptly to each class and attend all classes.

The student is expected to attend all assigned Level I clinical and Level II practicum days. Any missed days must be made up. Failure to make up all days before the end of the semester will result in an "Incomplete." Refer to the OTA Fieldwork Manual for further guidance regarding attendance.

The student is responsible for notifying the instructor in advance of absence or late arrival to class/fieldwork. If a student must be absent from or late to fieldwork, they must notify the course instructor (Academic Fieldwork Coordinator) and the fieldwork facility. Failure to notify the fieldwork site of late arrival or absence may result in withdrawal from the course or a lower grade. An extended absence may require withdrawal from coursework or fieldwork.

Students should be prepared to begin the day at the start of class and remain in class until dismissed by the instructor. A student will be counted as "late" if they arrive to class late (by any increment) or leave class early (by any increment). Students who are late for class or leave early more than three (3) times will incur one (1) absence and be placed on a Success Plan.

In-class assignments, quizzes, etc. missed due to an absence, late arrival, or leaving class early are awarded an automatic "0". Classroom doors are locked during quizzes/exams until the last student has completed the quiz/exam and will not be opened for students who are late. If a student misses a scheduled exam, the exam may be made up as described in the **Examination** section of this handbook.

The student is responsible for any information presented in the class during their absence. This applies to the course in which the student is enrolled and any sequential courses where the information may be applied. A student cannot defer their responsibility for requesting missed assignments to another student or have assignments turned in by another student or family member.

The ability of a student to continue receiving financial aid and/or remain in the Navarro College residence halls can be affected by non-attendance to college classes and/or fieldwork education.

A grade of I (Incomplete) may be given to a student at the instructor's discretion when an unforeseen emergency prevents the student from completing the work in a course. The student must be passing at the time the I is awarded. If the work required to remove the I is not completed by the end of the first regular semester following the semester

in which the student received a grade of I, the I grade will become an F (Fail) grade.

Voluntary or involuntary withdrawal or failure in a course requires a request for readmission and may result in additional time required to complete the program, increased costs (tuition, fees, etc.), and possible other consequences.

Medical statement regarding absence from class/fieldwork:

In the event of an illness or injury that hinders a student's ability to perform in the classroom or the fieldwork setting, the faculty reserves the right to require a health care provider's statement authorizing that the student can safely commence/continue with client care/lab activities/fieldwork education at the appropriate level of competency. Each medical restriction must be evaluated by the faculty and/or the fieldwork education site. Attendance requirements will be upheld in the event of an injury or illness.

The program director retains the authority to prohibit a student from entering or completing a lab or fieldwork rotation if the condition could potentially hinder the student's and/or client's safety.

Hygiene/Dress Code

Personal cleanliness and hygiene are essential for acceptable interpersonal activities, such as those engaged in by health care personnel. OTA faculty will counsel students when necessary.

1. **Identification**: The student will wear the NC ID badge when on campus, in the clinical setting, or participating in a community learning opportunity.
2. **Clothing**: The OTA student represents the College and should dress accordingly. Clothing should be properly sized, clean, wrinkle-free, and non-revealing. Setting specific requirements will apply as follows:

Lecture/Lab*:*	Students may wear black scrubs and/or a black collared shirt with the OTA monogram and closed-toe shoes (no heels or boots). The student may also wear the approved OTA T-shirt when permitted by the instructor. Undershirts should be gray, black, red, or white. Hair is to be neat and pulled back for labs. Jewelry is to be simple.
Fieldwork: Level I	Dress will vary depending on the location. Refer to instructions given by the fieldwork coordinator.
Fieldwork: Level II	Students should inquire about dress codes for fieldwork facilities. Wear clothing which would represent you and the profession of occupational therapy as professional, capable, and confident. The Navarro College ID badge is required in all facilities unless otherwise indicated by the facility.

3. **Footwear:** Shoes should be clean and in good repair. Open-toed shoes, heels, boots, and clogs are not permitted.
4. **Jewelry:** Jewelry should be simple and limited. Watches with a second hand are recommended.
5. **Hygiene:** Personal hygiene reflects professionalism. This includes nails, teeth, hair, and body. Sideburns, beards, or mustaches must be clean, neat, and trimmed. Hair should be neat, clean, and away from the face so that the hair does not fall on the shoulder and does not fall forward into the face when bending forward. Strong perfume/cologne/aftershave is not permitted. Fingernails must be clean and short. Artificial nails and tips are not permitted.
6. **Tattoos:** Tattoos may need to be covered in Level I/II fieldwork.
7. **Hats:** Hats or caps are not to be worn in the classroom or at fieldwork.

Academic Dishonesty

Plagiarism is a form of academic dishonesty. It is the "presentation of someone else's ideas as your own" (The Little Brown Handbook, p. 578). This includes handing in the work of someone else, paraphrasing the ideas of someone else without giving them credit, using artificial intelligence (AI), or having someone else compose a paper or speech for you (including materials obtained or purchased from the Internet). More details are in the above-mentioned textbook.

When plagiarism can be substantiated by evaluation of the writing styles, definition of the original material, or other means, the student will receive a grade of zero (0) for the assignment and will be counseled. The student may also be referred to Administration for further disciplinary action, up to and including dismissal from the program.

Cheating on coursework or on tests is considered unprofessional and unethical conduct. A student suspected of having cheated on a quiz, test, or examination will automatically receive a "0" on the assignment and will be subject to disciplinary action up to and including dismissal from the program.

Family and Employment

Family members, including children, are not allowed in the classroom (except with preapproved permission from the instructor). When family members attend the OTA Program together, the OTA faculty cannot discuss performance, schedule, or other information concerning the student with the other family member without written permission from the student. OTA faculty will not discuss any information with family members without specific written permission from the student. It is the responsibility of each student to get their own assignments or paperwork and to turn in assignments to the instructor. This responsibility cannot be deferred to another student.

The OTA faculty is aware that students may need to work to supplement income while enrolled in the OTA Program. Students should be aware that employment places additional demands on time and energy expenditure. Employed students are expected to maintain required scholastic standards and other course requirements.

Students function as their own agents when employed and are legally responsible for their actions. Navarro College assumes no responsibility for the actions of the student when in an employment role. While employed, the student is the legal responsibility of the employing agency. Students are not to wear insignia or any other identification that would indicate or suggest that the student is functioning in the occupational therapy assistant student role or as an agent of Navarro College. Violation of this dress code is grounds for dismissal from the program.

Professional Behavior in the Classroom and Lab

The OTA classroom and labs create an environment to develop the skills needed for fieldwork and to market oneself for a position as an OTA. Navarro College has specific rules and regulations regarding classroom behaviors listed in the OTA Student Handbook, the course syllabus, or posted in educational centers and classrooms, which the student must adhere to.

In addition to the Navarro College required behaviors, the behaviors listed below are expected of OTA students while in OTA class or lab:

- Respect others. Occupational therapy is built on the concept that all persons have value.
- Ask questions when unsure. Clarify information.
- Expect to have questions asked of you to help develop clinical reasoning skills.
- Show initiative; seek independence when appropriate.
- Follow the dress code guidelines.
- Manage personal and professional frustrations appropriately.

- Seek assistance when needed.
- Follow the appropriate chain of command when there is a problem/issue.
- Actively listen to others. Respond to the needs of peers and faculty when appropriate.
- Use time effectively. Organize personal and school schedules; adhere to guidelines for attendance and deadlines for class assignments.
- Demonstrate self-confidence.
- Be tactful and constructive when giving criticism.
- Be flexible. Effectively adjust to changes and adjust priorities.
- Be dependable.
- Respect the rights of others to an education. Do not distract others during lectures or discussions.
- Display a positive outlook toward class/fieldwork responsibilities, peers, faculty, staff, and institution.
- Have a sense of humor; laughing is good for everything.
- Strive for a balance in your life - personal, family, community, work, and educational pursuits.
- Maintain a safe and professional environment in the classroom, lab, and clinic. Clean up the classroom, lab, and clinic after each class/lab time.
- Communication with peers resulting from classroom assignments or Internet assignments is not intended to be shared with individuals outside the OTA program. Each student should apply the rules of confidentiality to communication with fellow students.
- Students are not to post program and/or fieldwork related comments (postings) on social networking sites (e.g., Facebook, Twitter, personal blogs).

Students will receive feedback on professional behaviors and development while advising with OTA faculty.

Electronic Devices

Electronic devices can be a distraction to the learning process. Each instructor has guidelines for the use of electronic devices in their classroom. Students will follow the guidelines of the instructor when in their class/lab.

Cell phones and other electronic devices are not permitted during fieldwork. These devices disrupt class and interfere with patient care.

Student Support Services

Student Financial Aid

Financial aid helps alleviate financial barriers that can prevent access to, or completion of education opportunities offered by Navarro College. Requirements for the various aid programs may vary with the type of aid requested. The Student Financial Aid Office provides applicants with appropriate application forms and instructions. Additional information is available at the Financial Aid website: https://www.navarrocollege.edu/costs-aid/contact-us.html

Disability and Access Services

Navarro College is committed to providing all students with equal access to learning opportunities. The Navarro College Office of Accessibility and Accommodations (NCOAA) works with students who have disabilities to provide and/or arrange reasonable accommodation. Students who have, or think they may have, a disability (e.g., mental health, attentional, learning, vision, hearing, physical, or systemic) are invited to contact the NCOAA at 903-875-7377 or via email to arrange a confidential discussion. Additional information is available at the NCOAA website: https://www.navarrocollege.edu/accessibility/index.html.

Career and Technical Education (CTE) Success Center

Navarro College provides, through the CTE Success Center, a variety of services for students who are single parents, displaced homemakers, persons with disabilities, students majoring in non-traditional occupations, and limited English-speaking students funded through the Carl Perkins Act of 2006. Services include textbook loans, childcare assistance, career and technical advising, career development tools and an online job board. Students falling in one or more of these categories should contact the CTE Success Center for details concerning these services.

Bulldog Mental Wellness Center

While attending college, students encounter a myriad of transitions in their lives. Issues that arise may include the following: independent living, college life issues, independent study, forming new relationships, identity crises, depression or anxiety, and/or time management difficulties. Often, professional assistance can help in easing the transition into college life.

Navarro College employs Licensed Professional Counselors that serve all Navarro College locations with in-person and virtual sessions. All on-location services are free and confidential; off-location mental health referrals may be necessary. Additional information is available on the Bulldog Mental Wellness Center website: https://www.navarrocollege.edu/counseling/index.html.

Tutorial Services

Tutoring services are available for a variety of courses at Navarro College. Contact the counseling department for information if you are having difficulty with a course. The OTA department offers individual student tutoring during scheduled office hours when faculty is available.

Program Policies

Academic Advisement within the Program

The OTA program faculty serve as OTA student advisors and will advise students about their progress and academic standing and conduct and responsibilities to enter the profession. Faculty will meet with students at least once per semester to register students and conduct advising. Meetings will be documented on the Student Advising Record and placed in the student's file. Students who need additional advising regarding academic standing or conduct will meet with program faculty to establish a Success Plan with ongoing review.

The academic fieldwork coordinator (AFWC) will advise students on matters related to fieldwork, including placement, progression, and concerns regarding performance, conduct, or professional behaviors.

It is the responsibility of the OTA student to ensure that all requirements for graduation have been met. Course substitutions must be approved by the program director, Executive Dean of Health Professions, and the Executive Dean of Academic Studies.

The student is responsible for applying for graduation at the beginning of the final semester (Level II fieldwork).

Navarro College

Occupational Therapy Assistant Program
Student Advising Record

Student Name: _____

Semester/Year: _____

	Completed	
	Y	**N**
1. Academic review of student's degree plan and academic standing.		
2. Registration for the upcoming semester.		
3. Review of professional issues, goals, and/or needs.		
4. Review of personal issues, goals, and/or needs.		
5. Referral to counseling, student services, Carl Perkins, other.		
6. Success Plan recommended.		

Comments:

_____ _____

Faculty Signature Date

_____ _____

Student Signature Date

PROFESSIONAL DEVELOPMENT

It is imperative that the OTA student develop clinical professional behaviors for success in the occupational therapy profession. This form summarizes the behaviors that constitute professional behaviors. These behaviors will be measured throughout the program and integrated/developed within fieldwork experiences.

1. **Critical Thinking**- Question logically; identify, generate, and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
2. **Effective Communication-** Communicate effectively (i.e., verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
3. **Problem Solving-** Recognize and define problems, analyze data, develop, and implement solutions, and evaluate outcomes.
4. **Interpersonal Skills/Appreciation of Cultural Diversity-** Interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. **Personal Responsibility & Leadership-** Accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.
6. **Professionalism/Advocacy-** Exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the occupational therapy profession.
7. **Use of Constructive Feedback-** Seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8. **Effective Use of Time and Resources-** Manage time and resources effectively to obtain the maximum possible benefit.
9. **Stress Management-** The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
10. **Lifelong Learning & Evidence-Based Practice-** The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

Novice (1st Summer Semester; 1st Fall Semester)
Behaviors consistent with a learner in the beginning of the professional phase of occupational therapy education and before the first fieldwork
Intermediate (1st Spring Semester; 2nd Fall Semester)
Behaviors consistent with a learner during/after the first fieldwork rotation.
Entry Level (2nd Spring Semester)
Behaviors consistent with a learner who is in the last semester of didactic education.

Communication

Students will inform the program of changes in personal information, including name changes, phone number, email, and address.

Students should verify the status of their e-mail account, Canvas, and Self Service prior to the start of each semester to ensure they can access all systems. The Contact Center (903-875-7416) can assist with issues related to access. OTA faculty use Canvas to post course assignments and/or lecture notes, communicate with students, and manage course grades and email to communicate with students.

Students are required to use their Navarro College e-mail account, which is activated each semester upon registration. Faculty will ONLY communicate with students via the Navarro College email system. Faculty will not respond to student emails sent from personal accounts. Students should refer to individual course syllabi for preferred instructor contact methods.

Grading

The OTA program will follow the Navarro College grading system for Health Professions listed below:

A = 100-90 B = 89-80 **C = 79-75** D = 74-60 F = 59-0

Students must earn a "75" or above in all OTHA courses to progress in the program. A minimum grade of "C" is required for all academic core courses. Final student averages in the OTA program will be rounded to the nearest tenth of a point. *For example, a final average of 79.6 will round up to an 80 "B", and a final average of 74.4 will round to a 74 "D"*. Instructors will not re-grade assignments.

The final grade for Level I fieldwork (1161, 1162) will be graded and recorded using the following criteria:

70 or higher: Pass
69 or below: Fail

The final grade for Level II fieldwork (2366, 2367) will be graded and recorded using the following criteria:

91 or higher: Pass
< 91: Fail

Grade Return Policy

For 8-week courses, all graded assignments, including papers, projects, quizzes, exams, and other assessments, should be returned to students within **one week** (7 calendar days) from the assignment due date.

For 12 and 16-week courses, all graded assignments, including papers, projects, quizzes, exams, and other assessments, should be returned to students within **two weeks** (14 calendar days) from the assignment due date.

If there is any change to the grading timeline due to unforeseen circumstances, faculty must inform students and provide an updated schedule.

In exceptional cases where grading may take longer due to specific course requirements (e.g., complex projects, peer evaluations), faculty must outline these circumstances to students in advance, with clear timelines for when grades will be available.

In addition to providing grades, faculty should aim to provide meaningful and constructive feedback on assignments to facilitate student learning.

The program director will periodically monitor compliance with this grading policy to ensure consistency and fairness in grading practices.

Examinations

Make-up Exams

Students will notify the instructor in advance if they are unable to take a scheduled examination. Failure to notify the instructor prior to the examination will result in a grade of "0".

The type of make-up exam given is at the discretion of the faculty and may be essay, short answer, open book, multiple-

choice, oral or any combination of test formats. The student should make every effort to make-up the exam as soon as possible. Exams not made up within one week of the scheduled date may be awarded a grade of "0" at the discretion of the instructor.

Test-Exam Review

Program faculty believe students need immediate feedback regarding performance for transfer of learning to take place. Faculty members will make a diligent attempt to return examinations, quizzes, and assignments within a timely manner. Faculty may review exams with students and address all questions so that the entire class benefits.

Testing Procedure for Examinations (1)

OTA students are expected to demonstrate academic integrity while testing. Students will follow the following procedures during testing.

Online

- All Navarro College locations are equipped with Wi-Fi and have laptop checkout stations.
- The instructor may choose to use the Lockdown Browser with or without webcam.
- The instructor will provide guidelines for the use of textbooks, notes, resources, etc.
- Lockdown Browser requirements:
    - Test in a quiet, well-lit room with minimal distractions.
    - No hats, caps, or hoodies. Always look at the camera. Do not move the camera up or down during the test. Keep your eyes on the screen. Do not obstruct the camera.
    - No headphones or ear buds. Must have a full view from the shoulders to the top of the head.
    - Environmental check: Keep area clear of papers and clutter, including work surface, surrounding area, under work surface, and background. Make sure the environment check shows the desktop and surrounding areas. Keep the microphone on during the test.
    - No eating or drinking during the test.
    - Group testing is not allowed. Testing should be done independently. Each student should have a personal electronic device for testing.
- The instructor has the right to question a student's veracity during an online exam. If cheating is suspected, the instructor can ask the student to immediately re-test in person or at a testing center. The instructor can change the format of the test but not the content. The instructor can also request that the student take subsequent tests in the testing center or in a proctored environment.

Classroom

- Instructor may choose paper or online testing.
  A student who arrives late for a test will not be allowed entry. The student will need to take a test in the Testing Center before the end of the class day.
- Cell phones and other electronic devices are to be turned off and put away prior to the administration of the test. Smart watches are an electronic device.
- Each student will be asked to place all materials on the floor or away from the testing area.
- Students may be randomly assigned a seat at the discretion of the instructor.
- A student may ask the instructor for a blank piece of paper and pencil. A student may use ear plugs. Headphones, including Air Pods, are not allowed.
- No talking once the exam has started.
- Students will be given a minimum of 1 minute, 20 seconds (80 seconds) for each test question, which simulates the time requirements of the national certification examination.

Cheating on tests is considered unprofessional and unethical conduct. A student suspected of having cheated on a quiz or test will automatically receive a "0" in the grade center and will be subject to disciplinary action up to and including dismissal from the program.

Success Plan

The OTA faculty is committed to the success of each individual student. Students should understand that success as an occupational therapy assistant student involves more than academic success and includes those behaviors that will ensure future success as a health care professional and as an occupational therapy assistant. When a student is exhibiting difficulty in a course, either academic or professional, the instructor will counsel the student regarding the situation. The student and the instructor will work together to develop a plan of correction for the student, which provides both an outline and timeline for completion to improve the student's chances of success in the course and the program.

NAVARRO COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
SUCCESS PLAN

STUDENT _____ DATE _____
SEMESTER _____ INSTRUCTOR _____

1. AREA OF CONCERN

2. PLAN FOR SUCCESS

3. STIPULATIONS

Grades: Failure to complete the course with a grade of 75 will result in dismissal from the Occupational Therapy Assistant Program.

Clinical and/or Professional Behavior: Failure to comply with the terms of the contract may result in dismissal from the Occupational Therapy Assistant Program.

To be completed by _____(date)

I, _____, hereby agree to the above listed terms.
Student Signature

INSTRUCTOR _____

PROGRAM DIRECTOR _____

Grievances/Complaints

Any student who perceives that they have received inequitable or unfair treatment or a biased evaluation by an OTA faculty member and/or peer should first seek to resolve the problem with the involved faculty member and/or peer. **It is the student's responsibility to discuss the concern in a professional manner with the involved faculty member and/or peer**. Many problems can be resolved in an open discussion. It is the intent of the OTA faculty to facilitate student professional development by encouraging and assisting students to work out conflicts and disagreements in a professional manner.

If the problem cannot be resolved with the student-student/student-faculty member discussion, the following guidelines are to be implemented.

> Written Complaint/Concern – The student may submit a written statement/report to the OTA program director for consideration. The written complaint/concern should include a summary of the student-student or student-faculty discussion and should be submitted within 3 days of the discussion. Should the complaint or concern involve the program director, the student may submit a written statement/report to the Executive Dean of Health Professions.
>
> Program Director Response – The response should be presented to the student in written format within 5 days of receiving the student's complaint/concern and must include the decision of the program director.
>
> Student Response to Program Director's Response - If the matter is not yet resolved, the student should submit a written concern to the Executive Dean of Health Professions within 3 days of meeting with the program director. All copies of previous documents should be forwarded to the Dean for review prior to the Dean meeting with the student. The Dean will endeavor to determine the basis of the student's continued complaint/concern and follow up with the student and all others as deemed necessary.

Please note that a record of the student grievance (including the nature of the grievance, supporting documentation and outcome) will be maintained in the student's secure file and a log maintained in the Health Professions office.

Refer to the College Catalog for Navarro College's Student Grievance Procedures.

Student Evaluation of Program Courses/Faculty/Fieldwork

In each occupational therapy assistant course, students will provide feedback and give input regarding course elements that include the teaching-learning environment, distance learning effectiveness, faculty effectiveness, and student satisfaction via an electronic survey at the end of the semester. Survey results are anonymous, and results will be given directly to the faculty member after the final exam. Course surveys provide the program with vital feedback that will lead to program improvements. Students also provide feedback about fieldwork experiences, including the fieldwork site and supervisor.

Student Records and Papers

OTA student files are considered confidential and securely maintained in the program director's office. Each student file will include the following: admission paperwork, degree plan printouts, fieldwork evaluation forms, advising records, counseling records, complaints, student signature pages, etc. The program maintains paper files for a minimum of five years following the graduation of the student. Files for students who withdraw or who must exit the program are kept for at least the period of readmission eligibility.

Faculty may request to keep student work for teaching-learning purposes, as examples for accreditation review, and to document course activities. Faculty may also copy a student's written work or keep the original and give the

student a copy to provide documentation for decisions regarding the quality or lack of quality of a student's work. Students are asked to sign a release/permission to copy/retain student work upon entry into the program.

Transfers between Corsicana and Midlothian

A student may request one transfer between locations while enrolled as a student in the OTA Program. A student wishing to request a transfer will submit a request in writing to the program director by these dates: **Fall Semester – August 1st; Spring Semester – December 1st.** Transfers will be allowed based upon space availability at the location the student wishes to transfer. If more than one student applies for a transfer, the students will be placed on a waiting list in the order the date the written request was received.

Fieldwork Education

Purpose and Philosophy

The Accreditation Council for Occupational Therapy Education (ACOTE) standards for occupational therapy assistant education state, "Fieldwork education is a crucial part of professional preparation," and the fieldwork experiences "should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model." (ACOTE, 2023).

OTA fieldwork education is divided into two levels of training: Level I and Level II fieldwork.

The first area of training is Level I fieldwork (clinical). The goal of Level I fieldwork is "to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients" (ACOTE, 2023).

The second area of training is Level II fieldwork (practicum). Level II fieldwork in an "in-depth" experience designed to "develop competent, entry-level, generalist occupational therapy assistants" (ACOTE, 2023). Upon completion of Level II fieldwork, the student is expected to perform at entry-level competency.

Level I and Level II fieldwork provide the OTA student with "hands-on" experience in the delivery occupational therapy services. They provide the student with a unique opportunity to test and integrate the principles and concepts learned during academic preparation with the application of skills at a higher level of performance and responsibility. Critical thinking skills are enhanced through client intervention. Navarro College clinical and practicum fieldwork sites expose the students to a variety of clients across the lifespan and to a variety of settings.

The OTA Program is responsible for ensuring that a fieldwork site meets all policies, procedures, and applicable regulations of Navarro College, the Health Professions Division, the OTA program, and ACOTE standards. Fieldwork sites are educational settings. The Navarro College OTA program is responsible for the assignment of students to all fieldwork education. All contact with potential/current fieldwork sites is done through the OTA program, not the student.

Refer to the OTA Fieldwork Manual for specific policies and procedures related to fieldwork.

Professional Memberships

Students are expected to be active members of professional organizations of occupational therapy. These organizations include:

- Student Occupational Therapy Association (SOTA)
- Texas Occupational Therapy Association (TOTA)

- American Occupational Therapy Association (AOTA)

Student Occupational Therapy Association

The Occupational Therapy Assistant Program has an active Student Occupational Therapy Association (SOTA), which allows students access to activities for professional exploration, growth, and networking. Participation in SOTA is mandatory for students enrolled in the program. Any money raised through fund-raising events are used for activities to assist the community, to create awareness of occupational therapy, and to further professional growth for the students. The officers of SOTA are elected by the membership. The advisor of SOTA is an OTA faculty member

Texas Occupational Therapy Association (TOTA)

The Texas Occupational Therapy Association (TOTA) is a professional association established for the benefit of professionals and students of occupational therapy. Membership services include public relations, legislative information, practice forums, educational meetings, and student services.

One of the oldest and most established state occupational therapy organizations, TOTA is organized into six geographical areas, or districts, including Alamo-South, Great Plains-West, Gulf Coast-East, Trinity North, Capital-Centex, and Rio Grande. This association and its districts also have an executive board and elected officers. An annual conference is conducted yearly in a major city in Texas, and a newsletter, *Revista OT*, is published bimonthly. Membership in TOTA is independent of AOTA membership. OTA student members pay an annual membership of $30.

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. OTA student members pay an annual membership of $78.

After Graduation

The OTA program provides training and education to prepare a student to take the national certification examination to earn a credential as a certified occupational therapy assistant and to practice in the profession of occupational therapy. The forecast for the need for OTAs continues to be strong. However, health care itself is always evolving in delivery environment, types of clients, work hours, pay, and benefits.

Each student is urged to evaluate their personal goals upon entering the field of occupational therapy and should explore existing and emerging possibilities within the geographic area they plan to live and work in after graduation.

The OTA faculty are available for counseling regarding the job search process. However, the OTA faculty will not function as a reference without prior approval from the individual student. The program does not provide formal job search assistance but will make available to students the job announcement/employment opportunities that come to the program.

Higher Education Opportunities

Navarro College has articulation agreements with several four-year colleges in which students can apply the credits

earned in the Associate of Applied Science in Occupational Therapy Assistant degree at Navarro College towards a higher degree. The OTA faculty can advise the student in obtaining information in continuing their education.

A student may seek to become a registered occupational therapist by receiving a master's or doctoral degree in occupational therapy. The requirements for this degree and the transferability of associate degree coursework may vary. The OTA faculty are available to assist the student in identifying resources for information on higher education possibilities in occupational therapy.

Certification

Graduates of the program will be eligible to take the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a **certified occupational therapy assistant (COTA).** In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination. **A felony conviction may affect a graduate's ability to sit for the NBCOT Certification Examination or attain state licensure.**

Each student will be responsible for any fees involved in the examination/certification process.

NBCOT
800 South Frederick Ave, Suite 200
Gaithersburg, MD 20877-4150
Phone: (301) 990-7979.
www.nbcot.org

It is the responsibility of the student to apply for the national certification exam. Students who will not be in the Navarro College area following completion of academic studies will still be responsible for working with the Navarro College Registrar's office to file any necessary paperwork required for the national certification exam. It is the responsibility of the student to become familiar with the requirements of the NBCOT and to apply for the national examination. Students will be given information on accessing information about certification before graduation.

NBCOT does provide accommodation for the national examination. Students should research the definitions and required documentation regarding accommodation for the examination while a student in the program to ensure a smooth application process. This research into application and supporting documentation is the responsibility of the individual student.

The program has partnered with TherapyEd to offer an exam preparation course and study materials. These costs are attached to student tuition via a fee. The student may choose to purchase additional study materials and should seek recommendations from program faculty.

Licensure

Additional employment requirements, such as state licensure, vary from state to state and among countries. Students are encouraged to determine the additional employment requirements of the state or nation in which they wish to work early in their college studies, so that faculty may provide counseling. State licensure also includes a criminal history background check and may include other character checks, including status of student loan repayment or outstanding child support payments.

In Texas, the Texas Board of Occupational Therapy Examiners (TBOTE) must license Occupational Therapy Assistants**.** Application for a license in Texas is directed to:

Texas Board of Occupational Therapy Examiners
333 Guadalupe, Suite 2-510
Austin, TX 78701-3942

Phone: (512) 305-6900
https://ptot.texas.gov/occupationaltherapy/

Each student is responsible for accessing the most current information for his or her application for a state license.

Each student is responsible for any fees involved in licensure.

Notice Regarding Licensure and Certification Eligibility

Licensure/Certification Notice (Texas): The occupational therapy assistant license is issued by the Texas Board of Occupational Therapy Examiners (TBOTE). Under federal and Texas law, eligibility for certain state-issued licenses/certifications may depend on a person's immigration status or lawful presence. Successful completion of the Navarro College Occupational Therapy Assistant program does not guarantee eligibility to obtain or renew a Texas license. Applicants should review licensure requirements with the applicable Texas licensing board or an immigration attorney prior to starting a program.

Appendices

Vaccinations

Navarro College Occupational Therapy Assistant Program

Please have your health care professional review your vaccination record/status

Due to the nature of the learning experience and assignments, all OTA students must provide documentation of current vaccination status for vaccine-preventable diseases & other testing. Vaccination and testing requirements are based upon recommendations and/or requirements from the following agencies and organizations: (1) fieldwork education sites; (2) Texas Department of Health; (3) Centers for Disease Control; (4) Texas Administrative Code Title 25, Part 1, Chapter 97, Subchapter B, Rule 97.64. The Texas Administrative Code mandates certain vaccines prior to patient contact. **Students who fail to provide appropriate documentation will not be permitted to register for fieldwork courses.**

Document must include signature of health care provider and date(s).

Appropriate documentation includes one of the following methods in most cases:

- Copy of official Immunization Record or health care provider immunization forms.
- Copy of laboratory (serological) evidence of immunity (titers)

Note: Some fieldwork sites may require further documentation/testing or have additional requirements. For example, a fieldwork site may require the COVID19 vaccine and/or the flu vaccine.

Measles, Mumps, Rubella (MMR) • Evidence or two doses OR TITER (serological evidence of immunity). There must be 30 days or more between the two doses.
Hepatitis B (Hep B) • Evidence of three doses or TITER (serological evidence of immunity). The series typically takes 6 months to complete.
Tetanus/Diphtheria/Pertussis (Tdap) • Evidence of current Tdap vaccine (within 10 years) through anticipated completion of Level II fieldwork.
Varicella • Evidence of two doses or TITER (serological evidence of immunity).
Tuberculosis Skin Test (TB) • Required annually. If a chest x-ray is necessary, the student must document a negative chest x-ray within the past two (2) years.

EXCLUSIONS FROM COMPLIANCE are allowable on an individual basis for medical contraindications, reasons of conscience, including a religious belief, and active duty with the armed forces of the United States (Texas Administrative Code). Requests for exclusion will be managed on an individual basis and must be presented in a written request prior to the due date.

The student must complete the Hepatitis B series the semester before the first fieldwork assignment. As noted above, a complete Hepatitis B series requires 4-6 months to complete. Students should be aware of the timeline to ensure completion of the series.

The responsibility for maintaining current health testing and vaccinations, including costs, is the responsibility of the student.

Health Evaluation Form – Parts I & II

Navarro College Occupational Therapy Assistant Program

INSTRUCTIONS: Student, please complete Part I. Part II is to be completed by a health professional (i.e., physician, nurse practitioner, etc.). Please provide appropriate documentation for immunizations and/or tests in Part II.

PART I

Name _____
(Last) (First) (Middle)
Mailing Address _____
(Number and Street) (City) (State/Zip Code)

Home Telephone Number _____

Date _____ (Sex) Male _____ Female _____

Health History
The following information is to be reviewed by the health professional that completes your Heath Evaluation (Part II).

Have you ever had, or do you currently have any of the following:

	Yes	No		Yes	No
Anxiety/Frequent Worry	_____	_____	Bleeding Problem	_____	_____
Heart Disease	_____	_____	Sinus Problems	_____	_____
Kidney Disease	_____	_____	Tuberculosis	_____	_____
High Blood Pressure	_____	_____	Hepatitis	_____	_____
Stomach Disorders	_____	_____	Asthma	_____	_____
Fainting/Dizziness	_____	_____	Eye Problems	_____	_____
Measles	_____	_____	Ear/Nose Problems	_____	_____
Mumps	_____	_____	Cancer	_____	_____
Rubella	_____	_____	Surgery	_____	_____
Joint or Back Problems	_____	_____	Chicken Pox	_____	_____

Do you have any drug (medication) or food allergies? _____No _____Yes (If yes, please list)

Allergies _____

Have you ever had a positive TB skin test? No _____ Yes _____
Date of first reaction _____ Measurement = _____mm

Family Medical History
Check any of the following which apply:
Heart Disease _____ Kidney Disease _____ High Blood Pressure _____
Diabetes _____ Cancer _____ Psychiatric/Emotional Disorders _____

YOUR SIGNATURE _____ DATE SIGNED _____

PART II

TO THE EXAMINING HEALTH PROFESSIONAL: The individual who has been identified in Part I of this form has applied for and/or been accepted for admission to the Occupational Therapy Assistant Program at Navarro College. Please review the health history and other information provided in Part 1. **Thank you for your assistance.**

Height _____ Weight _____ Pulse (Rate and Rhythm) _____

Respirations _____ Blood Pressure _____

EYES: VISION: R _____ L _____ WITH GLASSES: R _____ L _____

EARS: CONDITION: R _____ L _____ HEARING: R _____ L _____

NOSE: _____ SINUSES: _____

THROAT: _____ TONSILS: _____
LUNGS: _____
HEART: _____
ABDOMEN _____ PALPABLE MASSES: _____
BACK: _____ CURVATURE OF SPINE _____
EXTREMETIES: _____

GENERAL COMMENTS:

NOTICE TO HEALTH PROFESSIONAL:
The student must bring a copy of the Occupational Therapy Assistant Performance Standards to be reviewed at the time of the physical examination.

Based upon your evaluation and a review of the Performance Standards, is this individual able to participate in the Occupational Therapy Assistant Program?
YES _____ No _____

IF NO, PLEASE EXPLAIN: _____ **Signature of Health Professional**	**Address of Health Professional**
Printed Name of Health Professional	**Date of Health Evaluation**

Revised 8/2002; 6/2008; 5/2010; 3/2012; 3/2024

Occupational Therapy Assistant Program

Performance Standards

In addition to educational and professional standards, OTA students encounter physical, cognitive, communicative, and environmental factors in the online learning environment, classroom, labs, experiential learning experiences, and fieldwork.

The student should carefully review the physical, cognitive, communicative, and environmental factors to identify potential barriers to full participation in the classroom, fieldwork education, and practice. Although the performance requirements may vary depending on the specific area of practice, the most common physical, cognitive, communicative, and environmental requirements are listed here.

The Federal Americans with Disabilities Act (ADA) bans discrimination of persons with disabilities. If a student is unable to fulfil a requirement as listed, the student should contact the Navarro College Office of Disability Services and Access to identify eligibility for accommodation(s) and the steps in obtaining accommodation(s). Eligibility for accommodation requires professional documentation.

Performance Standards Signature Sheet

STUDENT: _____

I have reviewed the Navarro College Occupational Therapy Assistant Program Performance Standards (Physical, Cognitive, Mental, and Environmental Factors). I understand that I will be asked to perform these components as part of my studies in the OTA program and that success in the field of occupational therapy is based upon these components. I acknowledge that if I am now, or in the future, unable to perform these components, it is my responsibility to obtain the necessary supporting documentation and request accommodation through the Navarro College Office of Disability Services and Access.

_____ _____

Student Signature Date

Physical Factors

	Never	Sometimes 1-30%	Frequently 31-75%	Always 76-100%	Daily	Job Essential
SPEECH						
Communicate/Clarity				X	X	X
HEARING						
Conversation				X	X	X
Telephone		X			X	
SIGHT						
Natural or Corrected				X	X	X
Depth Perception				X	X	X
Color Vision			X		X	X
MOBILITY						
Lift, Push, or Pull 40 lbs.				X	X	X
Lift, Push, or Pull 75 lbs.			X		X	X
Standing			X		X	X
Move about facility				X	X	X
Bending			X		X	X
Crawl, stoop, or crouch			X		X	X
Kneeling			X		X	X
Running		X				
Walking			X		X	X
Climbing						
Stairs		X				X
Others		X				X
Joint Mobility						
Neck				X	X	X
Arms/hands				X	X	X
Trunk/pelvis				X	X	X
Hips/legs				X	X	X

NC OTA Program Performance Standards
Cognitive/Mental/Environmental Factors

	Job Essentials Yes	No
REASONING		
Deal with abstract and concrete variables, define problems, collect data, establish facts, and draw valid conclusions	X	
Interpret instructions furnished in oral, written diagrammatic or schedule form	X	
Deal with problems in standard situations	X	
Carry out detailed, simple to complex written or oral instructions	X	
MATHEMATICS		
Simple skills - add, subtract, multiply, and divide whole numbers and fractions, calculate time, simple measurements, percentages, and norms	X	
READING		
Complex skills - comprehend medical records, documents, evaluations, manuals, journals, instructions in use and maintenance of equipment, safety rules, and procedures	X	
WRITING		
Complex skills - Patient documentation using behavior objectives, technical terminology, and functional outcomes for reimbursement	X	
Simple skills - complete English sentences with correct medical terminology for medical records documentation	X	
REPORTING		
Oral reports at team conferences, staffings, family conferences, and family/staff/caregiver education sessions	X	
PERCEPTION		
Spatial - ability to evaluate and treat visual perceptual skills in the areas of visual discrimination, figure-ground, spatial relations, position in space/form consistency, visual memory, and visual sequential memory	X	
Form - ability to perceive pertinent details in objects, models, or in pictorial or graphic material, and visual sequential memory	X	
CLERICAL		
Ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy, to proof-read words and numbers, and to avoid perceptual errors in arithmetic	X	
DATA		
Synthesizing	X	
Coordinating	X	
Analyzing	X	
Copying	X	

NC OTA Program Performance Standards
Cognitive/Mental/Environmental Factors

	Job Essentials Yes	No
PERSONAL TRAITS		
Ability to comprehend and follow instructions	X	
Ability to perform simple and repetitive tasks	X	
Ability to maintain a direct care workload of average 6 hrs/day	X	
Ability to generalize, assessments, or decisions without immediate supervision	X	
Ability to relate to other people, including diverse populations, beyond giving and receiving instructions	X	
Ability to motivate people	X	
Ability to perform complex and/or varied tasks	X	
Ability to accept and carry out responsibility for direction, control, and planning	X	
Ability to adapt approach to individual needs of clients	X	
Ability to maintain poise and flexibility in stressful or changing conditions	X	
Ability to conduct self in accordance with professional ethics	X	
Manage time/rationale in efficient manner	X	
WORK		
Work outdoors	X	
Work indoors	X	
Exposure to extreme hot or cold temperatures		X
Work at unprotected heights		X
Be around moving machinery	X	
Exposure to marked changes in temperature/humidity		X
Exposure to dust, fumes, gases, odors, mists, or other irritants	X	
Exposure to excessive noise		X
Exposure to solvents, grease, or oils	X	
Using computer monitor	X	
Working with explosives		X
Exposure to vibration		X
Exposure to flames or directed heat	X	
Work around others	X	
Work with others	X	
Exposure to slippery or uneven surfaces	X	
Work in confined spaces	X	

NC OTA Program Performance Standards
Cognitive/Mental/Environmental Factors

	Job Essentials	
	Yes	No
TRAVEL		
By car	X	
By car in high traffic		X
By car for 6-hour days		X
SAFETY EQUIPMENT (REQUIRED TO WEAR)		
Safety glasses	X	
Face mask/face shield	X	
Ear plugs		X
Hard hat		X
Protective clothing	X	
Protective gloves	X	
Exposure to blood and other body fluids, including potentially infective materials	X	

Navarro College
Occupational Therapy Assistant Program

Use of Student Work, Name, Image, & Release of Information

Use of Student Work

As a student in the OTA program**,** I am aware that my instructors may request to keep samples of my written work/assignments/photographs/video that I may have been a part of for the following reasons, as well as other situations deemed appropriate by the instructor for teaching/learning purposes.

Examples: To use as a model (example) for other students
To document the quality or lack of quality of my work
To use as an exhibit of student work for accrediting agencies review
To use in Navarro College advertising/media/website

I hereby grant permission:

Signature: _____ Date: _____

Printed Name: _____

Release of Information

As a student in OTA program, I am aware that the program may receive requests to release my name and expected date of graduation to potential employers and other agencies/organizations for the purpose of recruitment, scholarship information, and publications.

I hereby grant permission for the release of this information.

Signature: _____ Date: _____

Printed Name: _____

Navarro College
Occupational Therapy Assistant Program

Student Travel Release

I understand that I am responsible for my own behavior and will abide by all rules and regulations outlined in the OTA Student Handbook. I understand that if I am in violation of any of these rules, I will be subject to the consequences stated in the OTA Student Handbook. I also understand I am responsible for any injury that may be incurred during travel while a student at Navarro College.

Student Name: _____

Student Signature: _____ Date: _____

Please provide the information requested below:

Local address: _____

Local phone number: _____

Person to notify in case of emergency: _____

Relationship to student: _____

Phone number: _____

Medical conditions: _____

Navarro College
Occupational Therapy Assistant Program

Drug Screening Acknowledgement and Authorization

I agree to provide a urine sample for the purpose of drug screening by an agency designated by the OTA program.

I permit the agency (testing laboratory) to release the results of the drug screening to the OTA Academic Fieldwork Coordinator or the OTA Program Director. In addition, I also permit the OTA Academic Fieldwork Coordinator or Program Director to release the results to any facility in which the student is placed for fieldwork if requested by the facility.

I acknowledge my understanding that drug screening is a program requirement based on fieldwork education requirements for placement of OTA students for fieldwork experiences and for the safety of clients and others that I may interact with in my role as an OTA student. I also acknowledge that a positive drug screen that cannot be cleared is grounds for disciplinary action, including dismissal from the program.

As a potential applicant for licensure as an occupational therapy assistant (OTA) in the State of Texas, I acknowledge that I have received and have had licensure information regarding eligibility requirements and "good professional character" explained to me (1).

_____
Student Name

_____ _____
Signature Date

(1) Texas Board of Occupational Therapy Examiners (2023). *Occupational Therapy Rules.* Austin, TX: Executive Council for Physical and Occupational Therapy Examiners.

Revised 5/2016; 4/2024

Navarro College
Occupational Therapy Assistant Program

Criminal History Declaration

I acknowledge my responsibility in meeting all policies and procedures regarding criminal history background checks and informing the OTA program of changes in criminal history status as outlined in the policies and procedures of the OTA Student Handbook. I understand the procedures may change at any time during my studies, based on changes in state regulation, federal laws/regulations, or clinical training facilities regulations.

I acknowledge I am responsible for any fees attached to a criminal history background check(s).

I acknowledge the presence of offenses on my criminal history background check may interfere or negate progression in the OTA program if the presence of offenses interferes with a service-based organization, community, healthcare, or other facility for the required Level I or II fieldwork. I also understand that alternative fieldwork placements may/may not be available due to the setting and/or fieldwork requirements.

I also understand that a felony conviction may affect the ability to sit for the NBCOT certification examination or to attain state licensure.

_____ _____

Print Name Date

_____

Signature

Navarro College
Occupational Therapy Assistant Program
Ethical Behavior

Students enrolled in coursework designed to prepare them to work in the field of occupational therapy and occupational therapy faculty are expected to adhere to the American Occupational Therapy Association *Occupational Therapy Code of Ethics* (1) and the Navarro College Code of Student Conduct (refer to the Navarro College Student Handbook).

These ethical codes are in place "to help protect the public and to reinforce its confidence in the occupational therapy profession" and to serve as an "aspirational document to guide occupational therapists, occupational therapy assistants, and occupational therapy students toward appropriate professional conduct in all aspects of their diverse roles" (1).

Students represent the profession, and when student misconduct interferes with the rights of others to develop professionally to their fullest, this misconduct is professionally unethical. Definitions of student misconduct are found in the Navarro College Student Handbook.

Students suspected of an ethical violation will be counseled by occupational therapy faculty with a corrective plan to be established. Students who fail to follow the corrective plan can expect dismissal from the program. In the instance the ethical violation is deemed to have caused an individual harm, or the potential for harm, the student will be disciplined up to and including immediate dismissal from the program.

Cheating on coursework or on tests is considered unprofessional and unethical conduct. A student suspected of plagiarism, cheating, or using artificial intelligence (AI) will automatically receive a "0" on the assignment/exam and will be subject to disciplinary action up to and including dismissal from the program.

1. American Occupational Therapy Association (2020). Occupational Therapy Code of Ethics and Ethics Standards. *American Journal of Occupational Therapy*, 74.

I have received a copy of the Occupational Therapy Assistant Program policy on student misconduct and academic dishonesty. I understand that unethical conduct is grounds for disciplinary action. I also understand that cheating, plagiarism, or use of AI is grounds for dismissal from the program.

_____ _____
Printed Student Name Student Signature

_____
Date

Occupational Therapy Assistant Program
Applicant Data for Self-Study Reports

First Name _____ Last Name _____

City _____ State _____

DOB _____

Sex: Male Female

Ethnicity: W____(White/Caucasian) B_____(Black)
A _____(Asian/Pacific Island) I _____(Am Indian/Alaskan)
H _____(Hispanic/Latino)

****

* Prior degree: Y N Degree awarded: _____

* Health Care Experience/Certification: _____

* Travel distance to class _____miles

* Work hours-per-week planned for summer _____fall _____spring_____

* Scholarships: Y N * Loans for school: Y N

* Questions are optional.

I authorize Navarro College to use the above information as indicated for OTA Self-Studies and other program-related studies/reports.

_____ _____
Student Signature Date

Navarro College
Occupational Therapy Assistant Program

Confidentiality Agreement

I understand and agree that any medical, personal, social, or other information I may learn about any client is privileged information and is subject to all state and federal laws and professional ethics, which protect the rights of patients/clients.

I understand that the information I learn from any source about a client will not be discussed except with authorized agency personnel, the Navarro College instructor involved in the clinical training, or with the OTA Program Director.

I understand that all client information and client documents are the property of the originating agency. No photocopying, electronic/technological copying, or computerized transmission of client information is allowed.

I understand that I have a moral, ethical, and legal obligation to protect the confidentiality of the client and that a breach of confidence may result in disciplinary action up to and including termination from the OTA Program, disciplinary action by Navarro College, including dismissal from the program, and legal action.

I have read and understand this agreement.

_____ _____

Printed Student Name Student Signature

_____

Date

Navarro College
Occupational Therapy Assistant Program
Release of Liability

In exchange for participation in classroom, fieldwork, and community learning opportunities, I agree with the following:

I agree to observe and obey all posted rules and warnings and further agree to follow any oral instructions or directions given by any supervising party (faculty, fieldwork educator, supervisor, organizer, etc.).

I recognize that there are certain inherent risks associated with these activities and I assume full responsibility for personal injury to myself, and further release and discharge Navarro College and all involved parties for injury, loss or damage arising out of my use of or presence upon the facilities, whether caused by the fault of myself or other parties.

_____ _____

Printed Student Name Student Signature

_____

Date