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SECTION 1:
CONTACT INFORMATION

OTA Program Faculty
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OTA Program Faculty

DEAN OF HEALTH CAREERS
Wendee Guth, MSN
wguth@icc.edu
Office Telephone: (309) 690-7535

PROGRAM DIRECTOR - INSTRUCTOR
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Illinois Central College
Peoria Campus - Cedar 105
5407 N. University
Peoria, IL 61635
Office Telephone: (309) 690-7530

East Peoria Campus: (309) 694-5422

- 2 -
Affiliated Organizations

Accreditation Council for Occupational Therapy Education (ACOTE)
4720 Montgomery Lane
Suite 200
Bethesda, MD  20814-3449
Phone:  (301) 652-2682
TDD:  (800) 377-8555
Fax:  (301) 652-7711
www.acoteonline.org

American Occupational Therapy Association, Inc. (AOTA)
4720 Montgomery Lane
Suite 200
Bethesda, MD  20814-3449
Phone:  (301) 652-6611
TDD:  (800) 377-8555
Fax:  (301) 652-7711
www.aota.org

Illinois Department of Financial Professional Regulation (IDFPR)
320 West Washington Street
Springfield, IL  62786
Phone:  (217) 785-0820
Toll Free:  (888) 473-4858
www.idfpr.com

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

National Board for Certification in Occupational Therapy, Inc. (NBCOT)
One Bank Street
Suite 300
Gaithersburg, MD  20878
Phone:  (301) 990-7979
Fax:  (301) 869-8492
www.nbcot.org
ICC Resources Directory (2018)

Services

**Bookstore**
Textbooks (buy or rent), school supplies, book bags, clothing, gifts, and gift cards.
EAST PEORIA CAMPUS
Room L201 • 694-5207
PEORIA CAMPUS
Room S120 • 690-6804

**Campus Police**
EAST PEORIA CAMPUS
Campus Police
Room 105A • 694-5223
Dispatch Center / Lost and Found
Room 103A • 694-5223
PEORIA CAMPUS, ARBOR HALL
Room A021 and Student Center, S140
690-6899

**Career Services**
Free resources and workshops to help make wise career choices.
EAST PEORIA CAMPUS
Room CC207 • 694-5153

**Children’s Center**
Provides care and education for 2- to 5-year-olds on an hourly/part-day, full-day, or full-week basis. School-aged “camp” summers for 10 weeks.
EAST PEORIA CAMPUS
Room 127B • 694-5116

**Enrollment Services**
Provides assistance with admission, registration, tuition payments, records, residency, co-op/chargeback agreements, transcript requests, transcript evaluation, and graduation.
EAST PEORIA CAMPUS
Room L211 • 694-5600
PEORIA CAMPUS, ARBOR HALL
Room A02 • 694-5600
PEKIN CAMPUS
642-6601

**Financial Assistance**
Assistance through grants, scholarships, and loans.
EAST PEORIA CAMPUS
Room L211 • 694-5311
PEORIA CAMPUS, ARBOR HALL
Room A002

**Job Placement**
Internet-based job placement tool for current students and alumni. Free resume and interview workshops.
EAST PEORIA CAMPUS
Room CC207 • 694-5153

**Special Academic Services**
Provides financial assistance and tutoring for applied science programs, PEORIA CAMPUS, ARBOR HALL.
Room A102 • 690-6830

Student Life
New student orientation, posting announcements for outside businesses/groups to the ICC community bulletin boards, assisting current ICC student organizations, and helping students get involved on campus.
EAST PEORIA CAMPUS
Room 303A • 694-5201
PEORIA CAMPUS, STUDENT CENTER
Room S221 • 690-6970/6971

Technology Help Desk
Assistance with usernames, passwords, or problems with ICC equipment.
EAST PEORIA CAMPUS
Room L122 • 694-5457
helpdesk@icc.edu

Testing Center
Administers placement, proctored, ACT, CLEP, proficiency, and SAT exams, and professional certification tests.
EAST PEORIA CAMPUS
Room L220 • 694-5234
PEORIA CAMPUS, ARBOR HALL
Room A103 • 690-6990
PEKIN CAMPUS
Placement testing only • 642-6601

Veterans Affairs
Determines eligibility for educational benefits.
EAST PEORIA CAMPUS
Room L208 • 694-5562

Study Resources

**Academic Support Center**
Provides free, drop-in tutoring for many subjects with the exception of writing assistance. Computers and supplemental resources available, as well as assistance with Blackboard, Microsoft Office, and study skills.
EAST PEORIA CAMPUS
Library Balcony • 694-5788
PEORIA CAMPUS, STUDENT CENTER
Room S210 • 690-6833

**The Studio @ Academic Support Center**
Assists with writing assignments and skills. Computers available for research and writing.
EAST PEORIA CAMPUS
Library Balcony • 694-5292
PEORIA CAMPUS, STUDENT CENTER
Room S210 • 690-6899

**Library**
Provides research assistance and materials for the ICC community. Computers available for student use.
EAST PEORIA CAMPUS
Room L312 • 694-5461
PEORIA CAMPUS, STUDENT CENTER
Room S111 • 690-6837

Advisement

**Access Services**
Services for students with sensory, physical, or learning disabilities.
EAST PEORIA CAMPUS
Room L220 • 694-5749
694-5721 (Video Phone)
PEORIA CAMPUS
Room A20 • 690-6945

**Advisement and Counseling**
Academic advising and personal, confidential help to all students. Check Services for the name of your advisor.
EAST PEORIA CAMPUS
Room CC200 • 694-5281
PEORIA CAMPUS, ARBOR HALL
Room A02 • 690-6624

**Success Center**
Individual coaching and support for student success in and out of the classroom.
EAST PEORIA CAMPUS
Room 302B • 694-5162

**Transfer Center**
Supports ICC transfer students by helping them graduate and seamlessly transfer to four-year institutions. Refer to the ICC Student Handbook for more information.
EAST PEORIA CAMPUS
Room CC200 • 694-5330
icc.edu/students/transfer-assistance

**TRIO Student Services**
An organization focusing on student success, academic progress toward graduation and transfer, leadership opportunities, and exposure to civic and social involvement.
EAST PEORIA CAMPUS
Room 308B • 694-8940

To find the Student Handbook online, go to icc.edu and click on MyICC.
SECTION 2:
GENERAL INFORMATION

Welcome
Introduction
ICC Philosophy
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Institutional Learning Outcomes
Definition and Requirements for Associate in Applied Science Degree
Readmission Policy
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Student’s Right to Privacy & Access to Records
Educational Rights and Responsibilities
Academic Misconduct
Grievance Procedure
Tuition and Costs
Financial Assistance
Student Services
Smoking Regulations
Advisement and Appointments
Counseling
Learning Resources
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Emergency Closings
Safety Policy and Procedures: On Campus
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OTA Program Beginning Semester Safety Checklist Birch Hall, Peoria Campus
ICC’s Mission:

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

OTA Program Mission:

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

Welcome

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

The 2018-2019 Occupational Therapy Assistant Program Handbook, the ICC Student Handbook, and the Current College Catalog will provide policies and procedures for which you will be held responsible to follow and accountable to adhere. In some cases, you will find that the requirements for the OTA program may exceed the requirements of the College. It is recommended that you keep current editions of academic college references available as resources. If you have any questions regarding policies and procedures of the OTA Program, please contact your faculty member, OTA Program Director, or the Dean. You may schedule an appointment by calling (309) 690-7530. We look forward to assisting you in being successful in meeting course objectives, graduate competencies, and program and professional standards.

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

Jennifer Haines, MS, OTR/L
Program Director

Lee Ann Hohstadt, B.A., COTA/L
Academic Fieldwork Coordinator

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

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

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

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

Illinois Central College is accredited by the Higher Learning Commission of North Central Association of Colleges and Schools. It is the policy of this college that no person, on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation, or veteran’s status, shall be discriminated against in employment, in educational programs and activities, or in admission. Inquiries and complaints may be addressed to the Executive Director of Diversity, Illinois Central College, 1 College Drive, East Peoria, IL 61635.

ICC Philosophy

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

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

The student is the center of all that is done at Illinois Central College. The College strives to provide students the knowledge, skills and understanding for successful and satisfying careers and for intelligent participation in, and preservation of, a free and democratic society. This includes the development of a higher sense of values and the desire for continuous education.
throughout life. To achieve these purposes, the College encourages excellence in teaching and close communication between instructor and student.

To fulfill its philosophy and mission, the College:

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

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

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

ICC Mission
The mission of the College is expressed in these sentences:

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

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

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

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

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

Definition and Requirements for Associate in Applied Science Degree

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

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

1. Credit hours: –complete the prescribed credit hours for a specific Associate in Applied Science degree program. At least 15 of the last 30 hours must be completed at ICC. Those 15 credit hours must be program courses from the second year of the program. Note: Illinois Central College does not accept partial credit for coursework completed at other colleges and universities. ICC will evaluate quarter hours earned at other colleges and universities for equivalent credit at ICC.

2. Maintain an overall grade point average (GPA) of 2.00 on a 4-point scale or a “C” average. All grades and hours of all courses attempted at ICC are used in calculating the student’s GPA. When a higher grade is earned in a repeated course where a student received a D or F, the D or F will be dropped from GPA calculation and the higher grade will be used. Individual courses or programs may have additional or higher GPA requirements.

3. Satisfactorily complete all specific degree requirements outlined by the College (see occupational therapy assistant program requirements.)

4. Fulfill all financial obligations to the College.
5. Submit an Application for Degree for the desired graduation month/term:
   - December/Winter Graduation–due October 1
   - **May/Spring Graduation**–due March 1
   - Summer/July Graduation–due June 1

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

**Readmission Policy**
The Occupational Therapy Assistant (OTA) Program follows the readmission policy for Health Careers Programs:

A student who:
1. Does not maintain an ICC 2.0 cumulative grade point average or;
2. Does not attain a C or better in all OTA courses and all general education courses;
3. Does not attain a C or better in OTA 111 and/or OTA 112 at the time of scheduled Level I Fieldwork experience
4. Has withdrawn

may seek readmission by following the Health Careers admission procedure. A student may be readmitted only once. A written request for readmission should be initiated through the Program Director who will discuss the request with the Dean of Health Careers/Peoria Campus. The request should summarize the applicant's reasons for wanting to be re-admitted and must outline a plan for successful completion of the program.

**Application for Graduation**
Applications are available online at icc.edu/students/graduation from your advisor, or any Enrollment Services location. When you expect to complete your program of study, submit an Application for Associate in Applied Science Degree for the desired graduation month/term:
   - December/Winter Graduation–due October 1
   - **May/Spring Graduation**–due March 1
   - Summer/July Graduation–due June 1

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

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

**Directory Information**

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

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

Students have the right to restrict disclosure of directory information. Contact the Enrollment Services Office (309) 694-5610 for the appropriate paperwork. All paperwork must be submitted in person with a photo ID.

**Educational Rights and Responsibilities**

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

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

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

Specific responsibilities of Illinois Central College students include:

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

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

For more information see “Academic Misconduct.”

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

**Academic Misconduct**

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

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

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

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

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

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

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

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

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

Grievance Procedure

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

The Occupational Therapy Assistant (OTA) program is accredited by the Accreditation Council
for Occupational Therapy Education (ACOTE). Using these Standards, the goals of
accreditation include promoting academic excellence, stimulating programmatic improvement
and protecting the student and the public. A student may obtain a copy of the Standards by

Any and all allegations of program noncompliance to the Standards will be given prompt, fair
and continued consideration until resolved and must be submitted in writing to the Program
Director and include: name of student (or other individual) filing allegation; specific Standard
(e.g., Standard 2.5) of noncompliance; date(s) and example(s) of when and how the program
was noncompliant with the Standard; and date of submission of the complaint of non-
compliance. The Program Director will immediately notify ACOTE that an OTA student (or
other individual) has submitted a complaint of noncompliance. Within fourteen (14) days, the
Program Director will provide a written response to the student (or other individual) and
ACOTE indicating how the complaint of noncompliance was resolved. If the program’s
resolution was not satisfactory, the student (or other individual) may next choose to contact
ACOTE. The Program Director will keep a record of all complaints and resolutions of alleged
noncompliance.
Tuition and Costs
Tuition is calculated on a per semester-hour basis and is that amount as established by the College and published in the College Catalog. The student is responsible for tuition, textbooks, transportation, housing, uniforms, duty shoes, graduation fee, and any other fees as required and/or published in the College Catalog.

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

Financial Assistance
Financial assistance available to students includes state and federal grants, ICC Education Foundation scholarships, local and state scholarships, long-term loans, and employment opportunities. Students who need assistance should contact the Financial Assistance Office (L209 at ICC East Peoria). Contact information: call (309) 694-5311 or email at FinancialAid@ICC.edu.

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

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

- Academic Advisement
- Counseling Services
- Academic Placement Testing
- Career Services
- Veterans Affairs
- Testing Center
- Academic Support Center
- Office for Access Services
- Transfer Center
- Library
- Student Activities
- Children’s Center and Child Care

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

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

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

Counseling
Counseling services are available at ICC East Peoria Campus room CC200 to help students with personal or academic problems. Counselors are available from 8:00 a.m. until 4:30 p.m., Monday through Friday and between 5:00 and 8:00 p.m., Monday through Thursday. Contact information is phone: (309) 694-5281 and email: Counseling@ICC.edu.

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

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

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

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

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

Emergency Messages
For a medical emergency, Public Safety or program faculty members will attempt to locate students in class and provide a message. Non-emergency messages will not be delivered. In non-emergency cases (change of plans for transportation, etc.), schedules will not be released to a third party without the student’s prior written consent. Students are, therefore, encouraged to provide family members or childcare providers with their schedules for use in non-emergency situations. The use of cell phones and pagers is prohibited during class, laboratory, and clinical experiences.

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

**Safety Policy and Procedures: On Campus**

**Student Safety**

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

**Equipment**

1. Equipment manuals/instructions are maintained in the lab file cabinet.
2. Faculty inspects equipment prior to laboratory use.
3. All new equipment is checked by the Program Director prior to use.
4. Routine equipment inspections and preventative maintenance are performed at the end of each semester or more often as needed by OTA faculty. Logs of equipment maintenance are maintained by the Program Director. Electrical safety checks are performed annually by an outside vendor and results maintained by the Program Director.
5. Equipment in need of repair will be taken out of service and repairs done internally with a work order or through an external company, as appropriate. Copies of repair records are maintained in the Program Director’s office.

6. Faculty or students who experience any equipment malfunctions are to report the issue to the Program Director immediately, with the equipment labeled and removed from use.

Safety Policy and Procedures: Off Campus

Safety and Security

1. Fieldwork education sites will provide information regarding accident, illness, and security procedures at respective individual facilities.

2. Fieldwork education sites may provide emergency service but not routine medical care. Cost of emergency care in off-campus educational experiences is the responsibility of the student. The College does not require the students to have health insurance and students are aware of this upon admission into the program.

3. Students will follow facility procedures and complete necessary documentation regarding the reporting of incidents, and the fieldwork educator will assist with this process. Information related to the incident report will be shared with the AFWC and/or Program Director with College documentation completed.

4. The OTA program includes community-based learning opportunities, such as field trips during specific courses. For these, students are given an explanation of the activity and travel information and sign the institution’s Assumption of Risk and Release Form, which is maintained by that faculty member. A faculty member remains at the facility for the duration of the field trip.

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

5. Students travel to/from field trip location is the responsibility of the student.
OTA Program Beginning Semester Safety Checklist
Birch Hall, Peoria Campus

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

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

3. Location of AED: Location TBD
   Birch Hall-Hallway outside Birch 118

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

5. Location of Assisted Mobility Devices - wheelchairs, walkers, crutches
   Birch 126-OTA & PTA Storage Room

6. Location of Incident Report Forms
   Cedar Hall 105-Health Careers Office -Phone (309) 690-7530

**In case of an emergency, call 911 and activate the emergency response system**

7. Evacuation of Building- Emergency Procedures and Routes
   Evacuation Routes/maps are posted in each classroom and lab in Birch Hall.

**Fire/Evacuation**

OTA Program: B127, B131, and B132

Exit hallway near OTA lab (B127) and exit building through exterior door to parking lot
(South side of Building).
Please wait in parking lot for official head count and further instructions.
Students are not to leave campus until notified by faculty

OTA Apartment: B126
Exit building through exterior door to grounds/parking lot (South side of building).
Please wait in parking lot for official head count and further instructions.
Students are not to leave campus until notified by faculty or emergency personnel.
PTA Program: B116, B118, B119, B131, B132

For B119: Exit door and exit to the left and exit building through exterior door near handicap parking lot (West side of building). Please wait in parking lot for official head count and further instructions. **Students are not to leave campus until notified by faculty or emergency personnel.**

For B116: Exit door to the right and exit straight ahead to exterior door to the outside corridor (west side of building). Please wait in parking lot for official head count and further instructions. **Students are not to leave campus until notified by faculty or emergency personnel.**

For B118, B131, B132
Exit hallway near OTA lab (B127) and exit building through exterior door to parking lot (south side of building). Please wait in parking lot for official head count and further instructions. **Students are not to leave campus until notified by faculty or emergency personnel.**

**For students (and/or faculty) with disability or mobility issues:**
Program faculty will assist the student or assign another student to assist.

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

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

**For students (and/or faculty) with disability or mobility issues:**
The instructor will assist the student to exit the classroom and down the hallway to the elevator located by ST3-1. If the elevator is inoperable, a second person will assist the faculty in performing a two-man lift up the stairs to the main level to exit the front door.

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

**8. Review of infection control and body substances**
Handwashing
Alcohol rubs
Body substances/fluids
Soiled linen go into blue linen bag
Cold/flu season and proper coughing technique
Wipe down equipment/tables
SECTION 3: 
POLICIES AND PROCEDURES

ICC Health Careers Department Mission Statement
OTA Program Philosophy (2018)
AOTA’s Vision 2025
OTA Program Information (2018)
OTA Program Mission (2018)
OTA Program Goals (2018)
NBCOT Early Determination
NBCOT Character Review
Criminal Background Check Policy
Application for Admission to OTA Program
Transfer Credit
Essential Skills and Abilities (2018)
OTA Student Educational Goals and Objectives (2018)
OTA Program Student Rights and Responsibilities
OTA Program Policies and Procedures
Level I and II Fieldwork Guidelines and Expectations
International Fieldwork Policy and Procedure Statement
Grade Requirements
Assignments, Presentations, and Projects
Tests and Examinations
Student Improvement Process
Student Remediation Contract
Withdrawal from OTA Program
Program Readmission Policies
Completion of ICC OTA Program Graduation Requirements
Graduation
NBCOT Certification and Licensure
OTA Program Graduation Checklist
OTA Program Release of Information Form
ICC Health Careers Department Mission Statement
The mission of the Health Careers Department is to:

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

To fulfill its mission, the Department:

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

OTA Program Philosophy (2018)
The Illinois Central College Occupational Therapy Assistant Program (OTA) is committed to the facilitation and development of knowledge, skills and professional relationship habits necessary for a satisfying and successful career as an Occupational Therapy Assistant.

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

The OTA program philosophy is further based upon the belief that its learners need to be actively engaged in a learning community which expresses high expectations, but which is also supportive and ready to give regular feedback. The OTA program seeks to developmentally transition students from initially more dependent learners, to learners who are positively interdependent adult learners, able to access information and technology, as well as other resources, in order to meet the needs of modern professionals. Cognitive development and problem-based learning within the learning community will be aligned not only with the historical ethos of OT but also with the current and emerging practice areas of the profession.
The OTA program cohort is viewed as a community wherein collaboration and mutual respect will exist and where adult learner diversity will be considered beneficial and good. This same cohort will interface with other college disciplines and with the surrounding community via relationships based upon the OT Code of Ethics.

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


**AOTA’s Vision 2025**

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

**OTA Program Vision (2018)**

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

To fulfill its vision, the OTA Program will:

1. Promote student access through equal opportunity admission policies.
2. Provide academic advisement and supportive career resources in the community.
3. Assure quality instruction by meeting ACOTE Accreditation standards; promote faculty scholarship.
4. Provide a curriculum design which includes a sound general education and relevant OTA specific content courses in preparation to implement optimal client-centered practice.
5. Promote evidenced-based research and practice to foster a desire to embrace lifelong learning and commitment to scholarship.
6. Establish interprofessional relationships with community partners for the procurement of in-depth fieldwork placements to expose students to a variety of settings and clients across the lifespan.
7. Facilitate a professional culture that is characterized by inclusiveness and respect for persons, groups, and populations.
8. Facilitate an awareness of current and future roles within the scope of practice of an occupational therapy assistant within the local and global communities of the rapidly changing service delivery systems.
OTA Program Information (2018)
The certified occupational therapy assistant collaborates with the supervising occupational therapist to provide the use of occupations (everyday life activities) with individuals and/or groups across the lifespan. These occupations include ADLs (activities of daily living), IADLS (instrumental activities of daily living), education, work, rest, sleep, play, and social participation. The occupational therapy assistant may be employed in a variety of practice areas. These settings include but are not limited to: hospitals, skilled nursing facilities, outpatient facilities, schools, community-based health agencies, behavioral health programs, and home health agencies. Occupational therapy assistants provide services that will promote health, well-being, participation, and engagement in occupation throughout one’s lifespan. Occupational therapy assistants apply a client-centered holistic approach and recognize the significance of the mind, body, and spirit.

OTA Program Mission (2018)
The mission of the Associate in Applied Science Occupational Therapy Assistant Degree Program at Illinois Central College is to effectively provide educational resources within theory, laboratory, and fieldwork experiences to prepare graduates for a successful career in occupational therapy service delivery and to begin practice as a competent, entry-level, generalist occupational therapy assistant.

OTA Program Goals (2018)
1. Graduates of the program will demonstrate clinical reasoning through an understanding and application of knowledge from the Occupational Therapy Practice Framework: Domain and Process, theory, models of practice, and guidelines of practice utilized in the occupational therapy process.
2. Graduates of the program will exhibit proficiency in the delivery of evidence-based practice and interventions to facilitate participation and enhance occupational performance across the lifespan.
3. Graduates of the program will perform skills to practice as a competent, entry-level generalist in traditional and emerging occupational therapy practice settings across the lifespan.
4. Graduates of the program will effectively interact through written, oral, and nonverbal communication with the client, family, significant others, and the public in a professionally acceptable manner.
5. Graduates of the program will model positive behaviors to promote effective interprofessional team collaboration.
Occupational Therapy Code of Ethics (2015)

Preamble

The 2015 *Occupational Therapy Code of Ethics* (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analysis of the complex dynamics of situations, weighing of consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code’s Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees,
ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

**Core Values**

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. **Altruism** involves demonstrating concern for the welfare of others. **Equality** refers to treating all people impartially and free of bias. **Freedom** and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. **Justice** expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and **Dignity** of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (**Truth**). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (**Prudence**).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

**Principles and Standards of Conduct**

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

**Beneficence**

**Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.**

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).
Related Standards of Conduct

Occupational therapy personnel shall

A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.

B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.

C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.

D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.

E. Provide occupational therapy services, including education and training, that are within each practitioner’s level of competence and scope of practice.

F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.

G. Maintain competency by ongoing participation in education relevant to one’s practice area.

H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.

I. Refer to other providers when indicated by the needs of the client.

J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

Nonmaleficence

Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.

Nonmaleficence “obligates us to abstain from causing harm to others” (Beauchamp & Childress, 2013, p. 150). The Principle of Nonmaleficence also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of due care “requires that the goals pursued justify the risks that must be imposed to achieve those goals” (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

Related Standards of Conduct
Occupational therapy personnel shall

A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.

B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.

C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.

D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.

E. Address impaired practice and when necessary report to the appropriate authorities.

F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.

G. Avoid engaging in sexual activity with a recipient of service, including the client’s family or significant other, student, research participant, or employee, while a professional relationship exists.

H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.

I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one’s own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.

J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

Autonomy

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

The Principle of Autonomy expresses the concept that practitioners have a duty to treat the client according to the client’s desires, within the bounds of accepted standards of care, and to protect the client’s confidential information. Often, respect for Autonomy is referred to as the self-determination principle. However, respecting a person’s autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person’s right “to hold views, to make choices, and to take actions based on [his or her] values and beliefs” (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.
Related Standards of Conduct

Occupational therapy personnel shall

A. Respect and honor the expressed wishes of recipients of service.

B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.

C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.

D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision making.

E. Respect the client’s right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.

F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.

G. Respect a research participant’s right to withdraw from a research study without penalty.

H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act).

I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.

J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

Justice

Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

The Principle of Justice relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

Related Standards of Conduct
Occupational therapy personnel shall

A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.

B. Assist those in need of occupational therapy services to secure access through available means.

C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.

D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.

E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.

F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.

G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.

H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.

I. Obtain all necessary approvals prior to initiating research activities.

J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.

K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.

L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.

M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.

N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.

O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.

P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

Veracity
Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of Veracity refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

Related Standards of Conduct

Occupational therapy personnel shall

A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.

B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.

C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.

D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.

E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.

F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.

G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.

H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).

I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.
J. Maintain privacy and truthfulness when utilizing telecommunication in delivery of occupational therapy services.

Fidelity

Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

The Principle of Fidelity comes from the Latin root *fidelis*, meaning loyal. Fidelity refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client’s reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

Related Standards of Conduct

**Occupational therapy personnel shall**

A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.

B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.

C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.

D. Avoid using one’s position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.

E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.

F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.

G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.

H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.

J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.

K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization’s official and authorized positions.

L. Refrain from actions that reduce the public’s trust in occupational therapy.

M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

References


Ethics Commission (EC)

Yvette Hachtel, JD, OTR/L, EC Chair (2013–2014)
Lea Cheyney Brandt, OTD, MA, OTR/L, EC Chair (2014–2015)
Ann Moodey Ashe, MHS, OTR/L (2011–2014)
Joanne Estes, PhD, OTR/L (2012–2015)
Loretta Jean Foster, MS, COTA/L (2011–2014)
Linda Scheirton, PhD, RDH (2012–2015)
Kate Payne, JD, RN (2013–2014)
Margaret R. Moon, MD, MPH, FAAP (2014–2016)
Kimberly S. Erler, MS, OTR/L (2014–2017)
Kathleen McCracken, MHA, COTA/L (2014–2017)
Deborah Yarett Slater, MS, OT/L, FAOTA, AOTA Ethics Program Manager

Adopted by the Representative Assembly 2015AprilC3.

Note. This document replaces the 2010 document Occupational Therapy Code of Ethics and Ethics Standards (2010), previously published and copyrighted in 2010 by the American Occupational Therapy Association in the American Journal of Occupational Therapy, 64, S17–S26. http://dx.doi.org/10.5014/ajot.2010.64S17

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National Board for Certification in Occupational Therapy

NBCOT Early Determination

An individual who is considering entering, or who has already entered, an occupational therapy educational program can have his/her background reviewed prior to actually applying for the exam by requesting an Early Determination Review. NBCOT uses a third party vendor to provide background checks on current and prospective occupational therapy students who are concerned that an issue in their background may prevent them from being eligible to sit for the certification exam. A written explanation of any incidents in question is also required. If an individual has been on parole or probation at any point within the last seven (7) years, he/she must also include official documentation confirming his/her compliance with or completion of all terms and conditions imposed by the court. NBCOT may request additional information as needed on a case-by-case basis.

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

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

Each early review case is reviewed on an individual basis. After NBCOT has completed its review, the individual is notified in writing regarding whether he/she will be eligible to sit for the NBCOT exam, provided that all eligibility requirements are met. It is important to note that the NBCOT staff is only able to advise any individual regarding eligibility after all required information has been received and reviewed. This means that individuals who contact NBCOT requesting a “Yes” or “No” response as to whether his/her background would be cause for disqualification must go through the background screening process and will receive written notification after the review is complete.

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

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

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

The character review consists of eight key questions:

1a. Have you ever been convicted of a felony? (NOTE: Applicants must answer affirmatively even if convictions have been pardoned, expunged, released, or sealed.)
   b. Do you currently have a felony charge or charges against you?

2a. Have you ever had any professional license, registration, or certification denied, revoked, suspended, or subject to probationary conditions by a regulatory authority or certification board, including NBCOT®?
   b. Do you currently have a professional license, registration, or certification under review for possible disciplinary action?

3a. Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another?
   b. Do you currently have a charge(s) of negligence, malpractice, recklessness, or willful or intentional misconduct that resulted in harm to another against you?

4a. Have you ever been suspended and/or expelled from a college or university?
   b. Are you currently under active investigation that could lead to being suspended and/or expelled from a college or university?

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

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

For details on NBCOT’s disciplinary action process, visit the Professional Conduct page.

Criminal Background Check Policy

*Beginning January 1, 2018, a background check will be conducted for all first-time applicants.*

All Health Careers students who have a clinical component to their educational process are required to submit the necessary information in order for the College to conduct a criminal background check. The student must read and sign the Fingerprint/Background Check Informed Consent/Release and review the Fingerprint/Background Check Policy and Procedures upon admittance to the program. The student is responsible for the costs associated with all criminal background checks.
This process is completed in the spring upon admission and acceptance into the OTA Program for fall semester. Additional criminal background checks may be required upon participating at a specific fieldwork setting.

Application for Admission to OTA Program

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

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

Transfer Credit

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

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

Essential Skills and Abilities (2018)

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

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

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

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

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

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

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

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

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

**Mobility:** The student should have sufficient physical abilities to move from room to room and maneuver in small spaces

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

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

1. Visual ability (corrected as necessary) to recognize and interpret facial expressions and body language, to observe client performance in therapy, to read or set parameters on occupational therapy equipment, and to interpret and assess the environment.
2. Auditory ability (corrected as necessary) to recognize and respond to verbal directions and requests, to be aware of safety mechanisms in the environment, and for effective communication between clients/families/interprofessional team members.

3. Tactile ability to palpate muscle contractions, to discriminate hot and cold modalities, to exert the necessary pressure to fabricate splints, and to identify joint articulation.

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

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

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

**Mathematical Skills:** Student should demonstrate the ability to perform basic mathematical calculations

1. Calculate range of motion of a joint using a goniometer
2. Calculate strength of muscles using Manual Muscle Testing Grading Scale
3. Calculate grip strength using a Dynamometer
4. Calculate pinch strength using a Pinchmeter
5. Determine amount of force to apply with exercise and/or other occupational therapy interventions
6. Ability to collect and interpret data relevant to documented therapy goals, assessment, and intervention

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

1. Obtain certification (health professional level) in cardiopulmonary resuscitation through approved course for health care providers.
2. Must complete training on bloodborne pathogens.
3. Provide proof of health status, including but not limited to proof of MMR and chicken pox vaccination, hepatitis B vaccination (or signed waiver), current Tdap immunization, and current TB test.
4. Complete a criminal background check.
5. Complete other pre-clinical screenings as needed such as drug testing and fingerprinting.
6. Complete and provide all required documentation to the appointed facility.
7. Attain a grade of ‘C’ or better in OTA111 and/or OTA112 at the time of scheduled Level I fieldwork experience.

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

Revised: June 2018
OTA Student Educational Goals and Objectives (2018)

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

I. Develop a base of knowledge concerning occupational therapy domain and process, espouse occupational therapy code of ethics and college core values, and be familiar with various intervention approaches which will guide clinical reasoning and demonstrate professional behaviors. The student will be able to:
   A. Define and explain occupational therapy and its role in health care.
   B. Understand engagement in occupation and address the aspects of performance (cultural, personal, physical, social, temporal, and virtual) when providing treatment interventions.
   C. Understand and demonstrate current evidenced-based practice occupational therapy intervention approaches.
   D. Explain general relationship between occupation and outcomes of occupational therapy interventions.
   E. Demonstrate professional behaviors with clients, interprofessional team members, and other key process partners in the community.
   F. Demonstrate an understanding of typical human development and function.

II. Be familiar with the occupational profile and analysis of occupational performance which comprise the evaluative process as appropriate for the occupational therapy assistant. The student will be able to:
   A. Be familiar with diverse occupational therapy assessments currently utilized.
   B. Demonstrate understanding that occupational therapy assistants need to establish competency under the supervision of an occupational therapist to participate in the occupational therapy process.
   C. Explain how the occupational therapy assistant in collaboration with an occupational therapist considers performance skills, performance patterns, context, activity demands, and client factors during the occupational therapy process.
   D. Recognize the need to establish a collaborative relationship with the client, caregiver, and interprofessional team throughout the entire occupational therapy process.

III. Successfully participate as appropriate in the intervention process, which includes the intervention plan, intervention implementation and intervention review, and relate intervention to outcomes assessment. The student will be able to:
   A. Contribute to the intervention process in collaboration with the client and occupational therapist in the areas of:
      1. occupation
      2. client factors
      3. performance skills
      4. performance patterns
      5. contexts and environments
      6. activity demands
B. In collaboration with the occupational therapist and client, the occupational therapy assistant will develop an intervention plan which will integrate information from the evaluation process with theory, guidelines of practice, and evidence guided by clinical reasoning.

C. Participate in the intervention implementation as the skilled process of effecting change in the client’s occupational performance leading to engagement in occupations or activities to support participation.

D. Develop skills related to types of occupational therapy interventions including therapeutic use of self, occupations and activities, preparatory methods and tasks, education and training, and advocacy.

E. Consistently demonstrate effective communication skills (written, oral, and nonverbal).

F. Participate in the review of the intervention process as well as progress towards planned outcomes.

G. Participate in the outcomes assessment process and program evaluation.

IV. Develop skills related to management and leadership and assist in the management of occupational therapy services. The student will be able to:

A. Recognize effective time management practices.

B. Anticipate and plan for effective utilization of space, supplies, and equipment.

C. Effectively participate and complete requirements in the supervisory process.

D. Comply with regulations for quality assurance, reimbursement and professional credentialing.

V. Develop a lasting commitment to the profession of occupational therapy. As an advocate for the profession, the student will:

A. Have confidence in the value of the occupational therapy assistant in the profession and be prepared to advocate for occupational therapy services.

B. Develop a concern for excellence by recognizing the needed participation in continued education and the contribution of clinical educators.

C. Uphold the ethical standards, values, and attitudes of the occupational therapy profession.

D. Demonstrate an understanding of the role AOTA, NBCOT, ILOTA and IDFPR have in maintaining the integrity of the profession.

E. Recognize the resources and requirements for lifelong learning and professional development.
OTA Program Student Rights and Responsibilities

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

The responsibilities of occupational therapy assistant students include:

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

Students are responsible for knowing and abiding by all College regulations, together with federal, state, and local laws. These are enforced by appropriate civil, state, or College authorities. If students are in doubt about any particular matter, they should consult the Vice President for Academic Affairs and Student Services, Room L431.

OTA Program Policies and Procedures

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

PERSONAL HONESTY/INTEGRITY AND PROFESSIONAL ETHICAL BEHAVIOR


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

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

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

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

MAINTAINING CONFIDENTIALITY

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

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

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

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

VIDEO/AUDIO TAPING AND PHOTOGRAPHING

The student may not record the instructor or class content or take pictures of any program or fieldwork material or equipment without permission from the instructor. If permission is granted, additional information will be obtained as well as consent. Violation of this policy may result in dismissal from the program. In situations in which a student has a specific need to record classroom content through Access Services, the accommodation will be followed, provided proper documentation is provided.

OTA LAB AND CLASSROOM ETIQUETTE

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

DRESS POLICY

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

In day-to-day classes and labs, casual attire is permitted, but sloppy attire is not. Casual dress includes jeans, sweatshirts, and casual slacks or skirts/dresses. Attire should be modest and not reveal undergarments, bare midriffs, cleavage, or gluteal cleft. Clothing may not be excessively revealing, distracting, or provocative. No house slippers, pajama/lounge pants or sloppy sweatpants are acceptable. Footwear should match the needs of the classroom or lab activity. Tattoos and body piercings, other than earrings, should not be visible. No hats/head coverings with large brims are permitted during exams (baseball caps, etc.). Head coverings for religious, cultural reasons, or health/physical considerations are permitted.

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

**Community-Based Learning Opportunity Dress Code**

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

**ATTENDANCE**

Regular attendance at all classes, laboratory sessions, community-based learning opportunities, and clinical sessions is expected of all students. If pressing circumstances (illness, etc.) prevent you from attending session, email your instructors before class. If an instructor cannot be reached, a message may be left on voice mail. Students must notify Fieldwork Educator instructor and faculty before the clinical sessions and be aware of make-up procedures.

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

**Level I and Level II Fieldwork Guidelines and Expectations**

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

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

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

GENERAL GUIDELINES AND EXPECTATIONS:

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

ATTENDANCE

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

TRANSPORTATION/TRAVEL

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

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

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

Fieldwork Dress Code

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

FIELDWORK EVALUATIONS AND SUMMARY EVALUATION OF FACILITY

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

LIABILITY INSURANCE

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

BEING FULLY PREPARED TO FUNCTION IN FIELDWORK EXPERIENCE

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

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

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

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

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

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

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

BEHAVIORAL OBJECTIVES OF THE FIELDWORK EXPERIENCES

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

1. Apply OT theory in various OT clinical areas under supervision.
2. Demonstrate an understanding of OT through observation, participation, and discussion.
3. Apply knowledge of human growth and development, personality development, and learning theory.
4. Develop client-centered long- and short-term goals related to maintenance of independent living/daily living skills; and assist the OTR with the development of long- and short-term goals related to the remediation of independent living/daily living skills, and range of motion, gross and fine motor coordination, strength and endurance, sensory awareness, body integration, cognitive and psychosocial behavior.
5. Demonstrate competency in planning and carrying out both individual and/or group interventions.
6. Demonstrate skill in selecting various media for effective intervention.
7. Demonstrate skill in maintaining appropriate interpersonal relationships with members of the interprofessional team.
8. Demonstrate skill in selecting and utilizing therapeutic techniques appropriate to the clinical setting.
9. Demonstrate proficiency in oral and written reporting and recording of client behavior.
10. Practice proper safety measures and precautions.
11. Participate in clinics, team meetings, in-service meetings and other planning sessions.
12. Demonstrate ability to function within the organizational and administrative structure of the clinical facility.
13. Fulfill other assigned duties within the scope of a student fieldwork experience.

FIELDWORK BEHAVIORS/RESPONSIBILITIES

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

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

FIELDWORK SITE INCIDENT REPORTS

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

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

International Fieldwork Policy and Procedure Statement

If an ICC OTA student desires to complete a Level II Fieldwork outside of the United States he/she must adhere to the following expectations.

The student will:
1. Bring his/her interest to the attention of the AFWC within the first four weeks of his/her first semester of his/her start of the ICC OTA program.
2. Meet with OTA Program Director, AFWC, and Health Careers Dean to begin discussion of all mandates, policies and expectations.
3. Be expected to meet all ICC health requirements as well as any additional health demands appropriate to the proposed area of travel. Any mandated health expectations will be at the expense of the student. All travel costs, housing costs, communication efforts, and safety awareness or concerns are the responsibility of the student.
4. Investigate international fieldwork agency opportunities within the first eight weeks of the first semester of his/her start of the ICC OTA program. Once identified, student will meet with AFWC to provided contact information.
5. Complete all required academic requirements of ICC and the cooperating fieldwork site.

The AFWC will:
1. Investigate the appropriateness of identified site.
2. Contact appropriate personnel (site coordinator, OT practitioner, Fieldwork Educator) of the identified agency.
3. Approve the site and Fieldwork Educator as appropriate via WFOT and ACOTE mandates.
4. Enlist assistance of HC assistant and secure contract of agreement between site and ICC.
5. Collect credentials of Fieldwork Educator.
6. Collaborate with Fieldwork Educator to establish site-specific learning objective.
7. Send Fieldwork Educator Handbook and student fieldwork packet to include all information relevant to the placement.
8. Communicate with ICC OTA student and Fieldwork Educator throughout placement via email and/or other virtual methods.

**FACULTY APPOINTMENTS, ACADEMIC ADVISEMENT & PROFESSIONAL DEVELOPMENT**

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

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

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

Professional Development formal consultation will be held in the student's second and third semesters and during fieldwork courses. Students will be assigned a program faculty member who will facilitate assessment of professional behaviors and goal setting to address areas of growth opportunity. Students will be responsible for scheduling appointments with assigned faculty.

**REFERENCE REQUEST OF ICC OTA PROGRAM FACULTY**

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

**Grade Requirements**

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

| Course OTA 110, 111, 112, 114, 210, 211, 212, 213, 220, 255 |
|-----------------|-------------------------------------------------|
| 93 - 100        = A                               |
| 85 - 92         = B                               |
| 77 - 84         = C                               |
| 69 - 76         = D                               |
| Below 69        = F                               |

A Satisfactory grade of C or greater is required for Level I and Level II rotations OTA 111, 112, 212, 213, 220.

A student must attain a grade of C or higher in each OTA course and all general requirements in order to remain in the program. An overall average of 2.0 is required for graduation. No grades achieved in OTA courses will be rounded up.
In the fieldwork courses, grades are determined from established course/seminar assignments. Fieldwork performance is determined by a numeric scale that results in a satisfactory or unsatisfactory rating. A student must receive a satisfactory performance and a grade of C or better on all class or seminar assignments to pass the OTA corresponding course. An unsatisfactory rating will result in the failure of that course.

**Assignments, Presentations, and Projects**

Will include but not be limited to...

**Written Assignments:**
- All papers must be typed and size 12 font.
- Length of paper will vary depending on specific topic.
- Assignment should be organized, logical and on topic.
- Spelling, grammar and accurate sentence structure is required.
- If indicated, information should be appropriately cited and/or summarized.
- APA format is required for formal papers, reference pages and internal citing.
- Learning Lab appointments are expected to be completed
- Follow email procedures for submission of work via email; only Word and PowerPoint
  - Save your assignment with your Name, date, assignment
    Ex. Hohstadt, 8/14/17, Research Paper
  - Subject line of email should read as: Name, date, assignment
    Ex. Hohstadt, 8/14/17, Research Paper
  - If emails are not in accordance with submission expectations, the email will not be accepted. This could lead to a deduction in total points for assignment

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

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

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

When a student receives an examination grade that does not meet the program requirement of “C” or is below 77%, the student will be required to repeat the OTA Program Written Exam Error Analysis as a method of remediation.

Student Improvement Process

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

1. The incidents will be documented by the instructor or Fieldwork Educator.

2. The student will meet with the involved faculty member. The “Student Remediation Contract” form will be used to document the meeting, and the student will sign and be given a copy of the completed form.

3. If the student does not show improvement according to the above signed document, the problem will be reviewed with the student again, with the involved faculty member and the Program Director present. Continued failure to comply with the conditions set forth in these discussions and documented on the form may result in an unsatisfactory grade and dismissal from the program.
Illinois Central College
Occupational Therapy Assistant Program

Student Remediation Contract

NAME: _____________________________________ DATE: ____________
ID#: _______________________________________

Description of Incident/Situation/Concern:

Areas of Strengths:

Opportunity for Improvements:

Student Generated Action Plan for Success:

________________________________________________________________________
________________________________________________________________________

Student signature Date Faculty signature Date

________________________________________________________________________

Faculty signature Date Faculty signature Date

Faculty signature Date

*Signature of the student and faculty is an indication that this written plan was developed and discussed in a formal meeting to increase student success and professional development.
Withdrawal from OTA Program

The student who wishes to withdraw from the program should follow these steps:

1. Notify OTA faculty of potential withdrawal from OTA course or Program.
2. Obtain an add/drop card from his/her academic advisor, Program Director, or Admissions and Records office.
3. Complete the card and obtain the necessary signature from his/her academic advisor, or the Program Director.
4. Meet with the Program Director for an exit interview.
5. Submit completed add/drop card to the Admissions and Records office.

Withdrawal from an OTA course: The student who withdraws from the program and seeks readmission within one year will be required to demonstrate retention of previously learned skills and knowledge or may be required to repeat the entire program sequence. The student must follow the readmission policy of the College and the Occupational Therapy Assistant Program.

A readmitted student must complete all health requirements and submit all documentation to IWIRC.

Program Readmission Policies

A written request for readmission should be initiated through the Dean of Health Careers/Peoria Campus. A student who has received a grade lower than a “C” in a first semester occupational therapy assistant course must complete the entire application process. A student who has received a grade lower than a “C” in an occupational therapy assistant course beyond the first semester (academic or fieldwork) may be readmitted only once during the entire program. The Program Director will evaluate requests on an individual basis.

Students requesting readmission must have no grade lower than a “C” in any general education course and must have an overall GPA of 2.00 or higher. Readmission is based on space availability and is not guaranteed in any semester. Repeating a program academic course also requires repeating the corresponding fieldwork course and completion of required assignments.

Completion of ICC OTA Program Graduation Requirements

In accordance with Standard A.4.14 the students have 18 months after expected program timeline for completion of all required fieldwork expectations. This information is disclosed in the Illinois Central College Occupational Therapy Assistant Program Student Handbook.

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

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

If a student is unsuccessful in a Level II FW placement, the entire course will be repeated. Level II FW placement courses are completed in eight-week blocks. OTA 212 is completed the second 8-weeks of the first semester of the sophomore year. OTA 213 is completed the final 8-weeks of the program’s final semester. Satisfactory performance in Level II fieldwork placement is required to PASS the entire OTA 212 and OTA 213 course.

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

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

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

**Graduation**

The student must fulfill the graduation requirements of the Associate in Applied Science Degree. The student is responsible for knowing the current requirements defined in the *College Catalog* and is responsible for submitting a Petition for Graduation during the **next-to-last semester of study**, to verify graduation requirements (including the Illinois Constitution test).

**NBCOT Certification and Licensure**

Graduates of the program will be eligible to sit for the National Certification Examination for the Occupational Therapy Assistant, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure. For more certification information, visit *nbcot.org*. 
### OTA Program Graduation Checklist

**Associate in Applied Science Degree:** Occupational Therapy Assistant

2018 – 2019 Catalog

Minimum Hours Required: **66-67**

**Student:** ____________________________  **ID#:** ____________________________

#### GENERAL EDUCATION REQUIREMENTS

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**Program Requirements**

**Occupational Therapy Assistant Requirements**

| *OTA 110               | 4        |                     |                    |                  |                     |
| *OTA 111               | 4        |                     |                    |                  |                     |
| *OTA 112               | 4        |                     |                    |                  |                     |
| *OTA 114               | 4        |                     |                    |                  |                     |
| *OTA 118               | 4        |                     |                    |                  |                     |
| *OTA 210               | 4        |                     |                    |                  |                     |
| *OTA 211               | 4        |                     |                    |                  |                     |
| *OTA 212               | 5        |                     |                    |                  |                     |
| *OTA 213               | 5        |                     |                    |                  |                     |
| *OTA 220               | 3        |                     |                    |                  |                     |
| **Subtotal**           | 41       |                     |                    |                  |                     |

**Other Requirements**

| CHILD 120 or           | 3        |                     |                    |                  |                     |
| PSY 202                |          |                     |                    |                  |                     |
| HEOCC 200              |          |                     |                    |                  |                     |
| **Subtotal**           | 6        |                     |                    |                  |                     |

*Students must attain a (C) grade or higher in each asterisked course.*

**If substitution/waiver is necessary for a program requirement, complete appropriate form and submit.**

**SIGNED:** _______________  **DATE:** _______________

**PROGRAM DIRECTOR**
I, ____________________________, give my consent to allow

**OTA Student/Graduate Name (Print)**

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

- Jennifer Haines, MS, OTR/L
- Lee Ann Hohstadt, BS, COTA/L
- Beth Howley, COTA/L
- Lindsay Still, COTA/L

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

________________________________________  ________________________
**OTA Student/Graduate Signature**          **Date**
SECTION 4:
PROGRAM CURRICULUM DESIGN AND REQUIREMENTS

Curriculum Threads and Course Sequence (2018)
OTA Program Course Schedule
OTA Program Curriculum Checklist (2018)
Recommended Course Sequence
Academic Progression
OTA Student Professional Development Plan (Spring 2018)
OTA Student Professional Development Portfolio (Spring 2018)
OTA Student Professional Development Assessment
The Illinois Central College OTA Program embraces and emphasizes the model of adult learning which is learner-centered. Knowles, Holton and Swanson established six assumptions of the art and science of educating adults in practice. These are: 1) learner’s need to know which addresses the why, what and how of learning; 2) self-concept of the learner which is their autonomous and self-directing nature; 3) prior experience of the learner which reflects the resources and mentally developed models they already have; 4) readiness to learn which is highly life related and a developmental task; 5) orientation to Learning emphasizing the problem centered approach and context of adult learner; and 6) motivation to learn clearly reflecting the intrinsic value and personal payoff to the adult learner.

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

1. Clinical Reasoning: Students are equipped with the knowledge and skill sets to apply the steps of the OT process. Students are then required to describe their thought process and approach to solving problems in planning and implementing therapeutic interventions. They are provided with resources throughout the program to develop appropriate treatment plans/interventions. Students are further challenged with demonstration of their therapeutic approaches and techniques to support effective documentation of service delivery.

2. Communication: OTA Program faculty recognize that exemplary verbal, non-verbal and written communication skills are required for the entry-level generalist to be successful in practice with culturally diverse populations across the lifespan. Students are introduced to the principles of effective communication, active listening, therapeutic use of self and written documentation in a variety of settings during their first year. Second year, effective communication and documentation are reinforced and demonstrated in classroom, lab and fieldwork settings. Students are expected to engage in multiple group activities and projects in which community partners are involved. This includes but not limited to Health Career faculty and students, clients, community agencies, Field work Educators and interprofessional team members. Second year students are introduced to emotional competence, negotiation skills and effective conflict resolution strategies.
3. Evidence–Based Research and Practice: Students are introduced to the concept of identifying and applying credible research throughout the program. First year, students are introduced to the Embedded Librarian feature exposing them to scientific databases, scholarly reports, peer reviewed journal articles and credible literature reviews. Students are expected to complete a minimum of four scholarly activities using professional literature and demonstrating the ability to read and apply scholarly reports. Second year, students are expected to incorporate their scholarly research into their intervention assignments, lab activities, FW experiences and in the implementation of a Program Development Service Learning Project.

4. Experiential Learning: The student’s previous life experiences provide a foundation for their approach to professional interactions in the classroom and lab environments. The adult learner is provided the opportunity to incorporate and build on their wealth of knowledge and lived experiences. Students participate in early immersion learning experiences, where they are provided the opportunity to plan, implement, assess outcomes and interact with a variety of community partners and diverse populations. First year students engage in simulation activities to demonstrate competence in a variety of assessment and intervention procedures relevant to course sequence. First year students plan and implement individual and group interventions populations across the lifespan within the classroom lab and community environments. Second year students engage in simulation activities to demonstrate competence in a variety of assessment and intervention procedures relevant to course sequence and Level II Fieldwork placements. Second year students are given the opportunity to assess and implement intervention activities with key process partners in the community.

5. Professionalism: Students complete an introductory letter to OTA Program Faculty upon orientation to the program, which serves as a basis for their future fieldwork letter of introduction establishing a baseline for professional communication and presentation. Students are provided with specific expectations and rubrics throughout the program for professional oral and written communication for course assignments and community based-learning opportunities. First and second year students complete the process of OTA Program Professional Development Assessment and Review including identifying opportunities for personal and professional growth and then establishing individualized goals and action plans with OTA Program Faculty.
General academic coursework is integrated within the OTA Program’s program courses. The Occupational Therapy Assistant Program Curriculum Threads are embedded throughout the OTA course content, sequence and scope.

**FIRST YEAR:**

**First Semester**

BIOL 140 Human Anatomy & Physiology *(Advised to complete summer semester prior to fall start)*  
OTA 110 Foundations for the Occupational Therapy Assistant  
OTA 111 Occupational Therapy Process for Individuals and Groups  
OTA 118 Applications of Anatomy and Kinesiology in the Occupational Therapy Process

**Second Semester**

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

**Summer Semester**

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

**SECOND YEAR:**

**First Semester**

ENGL 110 Composition I  
OTA 210 Occupational Therapy Process and Interventions in Pediatrics  
OTA 212 Occupational Therapy Assistant Level II Fieldwork-Pediatrics

**Second Semester**

Humanities selected from designated approved listing  
OTA 211 Occupational Therapy Process and Interventions for Physical Dysfunction  
OTA 220 Management and Administration for the OTA  
OTA 213 Occupational Therapy Assistant Level II Fieldwork-Physical Dysfunction
FIRST YEAR:

OTA 110: FOUNDATIONS FOR THE OCCUPATIONAL THERAPY ASSISTANT

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

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

OTA 111: OCCUPATIONAL THERAPY PROCESS FOR INDIVIDUALS AND GROUPS

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

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

OTA 112: MENTAL HEALTH AND FUNCTION ACROSS THE LIFESPAN

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

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

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

In this course, the occupational therapy process including assessment and intervention implementation will be examined through task analysis, gradation of activities, and adaptation through the use of assistive technology and therapeutic media and interventions to promote occupational performance across the lifespan.

Primary Threads: Clinical Reasoning, Communication, Evidence-based Research and Practice, Experiential Learning, Professionalism
OTA 118: APPLICATIONS OF ANATOMY AND KINESIOLOGY IN THE OCCUPATIONAL PROCESS

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

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

SECOND YEAR:

OTA 210: OCCUPATIONAL THERAPY PROCESS AND INTERVENTIONS IN PEDIATRICS

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

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

OTA 212: OCCUPATIONAL THERAPY ASSISTANT LEVEL II FIELDWORK-PEDIATRICS

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

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

OTA 211: OCCUPATIONAL THERAPY PROCESS AND INTERVENTIONS FOR PHYSICAL DYSFUNCTION

This course applies the occupational therapy process in the assessment and intervention of individuals with physical dysfunction across the lifespan. The process of assessment and interventions addressing cognitive, neuromuscular, orthopedic, perceptual, physical, and
sensory impairments and other health conditions in traditional or emerging physical dysfunction practice settings will be the primary focus.

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

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

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

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

**OTA 220: MANAGEMENT AND ADMINISTRATION FOR THE OTA**

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

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

**OTA 255: INDEPENDENT STUDY**

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

**First Year:** OTA 110, OTA 111-Level I FW, OTA 118  
**Second Year:** OTA 210, OTA 212-Level II FW Pediatric Focus

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<td>9:00</td>
<td>OTA 118</td>
<td>OTA 110</td>
<td>OTA 210</td>
<td>OTA 118</td>
<td>FW PREP WEEK #8</td>
</tr>
<tr>
<td>9:30</td>
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<td>OTA 212</td>
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<td>OTA 210</td>
<td>OTA 111</td>
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<td>OTA 111</td>
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</table>

**FIRST YEAR COURSES**

OTA 110 – 4 credit hours (3 hours 2xweek); Week #15 Level I FW OTA 111  
OTA 111 – 4 credit hours (2 hours 2xweek); Week #15 Level I FW  
OTA 118 – 4 credit hours (3 hours 2xweek); Week #15 Level I FW OTA 111

**SECOND YEAR COURSES**

OTA 210 – 4 credit hours (3 hours 4xweek); First 8 weeks Peds  
OTA 212– 5 credit hours; Second 8 weeks Level II FW-Pediatric Focus 8 weeks FT equivalent

OTA 212 FW II  
Second 8 WEEKS (October-December)
## SPRING SEMESTER

**First Year:**  OTA 112- Level I FW, OTA 114  
**Second Year:**  OTA 211, OTA 220, OTA 213- Level II FW Phys Dys Across the Lifespan

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Comments</th>
</tr>
</thead>
</table>
|        |         |           |          |        | **OTA 213 FW II**   
        |         |           |          |        | Second 8 WEEKS (March-May) |
| 8:00   |         |           |          |        | **FIRST YEAR COURSES**   |
| 8:30   |         |           |          |        | OTA 112 – 4 credit hours (2 hours 2xweek); Week #15 Level I FW |
| 9:00   | OTA 114 | OTA 220   | OTA 211  |        | OTA 114 – 4 credit hours (1 hour lec 3 hours lab 2xweek); Week #15 Level I FW |
| 9:30   |         |           |          |        | OTA 111 |
| 10:00  |         |           |          |        |         |
| 10:30  |         |           |          |        |         |
| 11:00  |         |           |          |        |         |
| 11:30  |         |           |          |        |         |
| 12:00  |         |           |          |        |         |
| 12:30  |         |           |          |        |         |
| 1:00   | OTA 211 | FW PREP   | OTA 211  |        | **SECOND YEAR COURSES**   |
| 1:30   |         | WEEK #8   |          |        | OTA 211 |
| 2:00   | OTA 112 |          | OTA 112  |        | OTA 211 – 5 credit hours; Second 8 weeks Level II FW-Phys Dys Across the Lifespan 8 weeks FT equivalent |
| 2:30   |         |           |          |        |         |
| 3:00   |         |           |          |        |         |
| 3:30   |         |           |          |        |         |
| 4:00   |         |           |          |        |         |
First Year Students:

OTA Program Curriculum Checklist (2018)

**GENERAL ACADEMIC REQUIREMENTS: 66-67 Total**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Sem/Year</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>BIOL 140</td>
<td>Human Anatomy and Physiology</td>
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<tr>
<td>PSY 110</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<tr>
<td>CHILD 120</td>
<td>Growth and Development of the Young Child</td>
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<tr>
<td>PSY 202</td>
<td>PSY 202 Child and Adolescent Development</td>
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<tr>
<td>ENGL 110</td>
<td>Composition 1</td>
<td>3</td>
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<tr>
<td>COMM 110</td>
<td>Intro to Communication: Presentation &amp; Theory</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HEOCC 200</td>
<td>Disease Process in Man</td>
<td>3</td>
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<tr>
<td>Humanities</td>
<td>(approved)</td>
<td>3</td>
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<tr>
<td>Mathematics</td>
<td>(approved)</td>
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<tr>
<td>Science</td>
<td>(approved)</td>
<td>3-4</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Sem/Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTA 110</td>
<td>Foundations for the Occupational Therapy Assistant</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>OTA 111</td>
<td>Occupational Therapy Process for Individuals &amp; Groups</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>OTA 118</td>
<td>Application of Anatomy and Kinesiology in the OT Process</td>
<td>4</td>
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<tr>
<td>OTA 112</td>
<td>Mental Health and Function Across the Lifespan</td>
<td>4</td>
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<tr>
<td>OTA 114</td>
<td>Task Analysis, Assistive Tech &amp; Therapeutic Media</td>
<td>4</td>
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</tr>
<tr>
<td>OTA 210</td>
<td>Occupational Therapy Process and Interventions in Peds</td>
<td>4</td>
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<tr>
<td>OTA 212</td>
<td>Occupational Therapy Assistant FW Practice- Peds</td>
<td>5</td>
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<tr>
<td>OTA 211</td>
<td>OT Process &amp; Interventions for Physical Dysfunction</td>
<td>4</td>
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<tr>
<td>OTA 213</td>
<td>Occupational Therapy Assistant FW Practice- Physical Dysfunction</td>
<td>5</td>
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<tr>
<td>OTA 220</td>
<td>Management and Administration for the OTA</td>
<td>3</td>
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### Recommended Course Sequence

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

### Academic Progression

A student must attain a grade of C or higher in each OTA course and all general education courses and a Satisfactory rating in Level I or Level II Fieldwork placement in order to remain in the program. An overall average of 2.0 is required for graduation.

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

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

The OTA program at Illinois Central College is committed to the professional development of each student in the program. The faculty and staff work to provide a meaningful and professional experience that will instill values, standards, ethics, and professional behaviors in accordance with the guidelines provided by AOTA and ACOTE. **ACOTE standard B.9.0. PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES -Professional ethics, values, and responsibilities include an understanding and appreciation of ethics and values of the profession of occupational therapy. The program must facilitate development of the performance criteria as outlined in ACOTE Standards B.9.1, B.9.2, B.9.4, B.9.5, B.9.6, and B.9.10.** The process for identification, development, and assessment of ethical and professional standards and behaviors begins during the students' advisement in the OTA program and throughout the continuum of their enrollment in OTA program curriculum, with both academic and fieldwork components.

Purpose:

This process is designed to help student develop awareness of their professional growth and the concept of professional development as a life-long tool to enhance their professional skills.

Overall Goals:

1. Students will continue to grow professionally throughout the program, graduation, and their careers.

2. Students will grow in professional relationships with clients and interprofessional members of the healthcare team.

3. Student will be able to self-identify individual strengths and opportunities for learning and professional growth.

4. Students will develop a professional portfolio throughout the program providing evidence of growth as an OT practitioner.
Process:

1. **Fall semester, Freshman Year:** Faculty will introduce the concept and process of the ICC OTA Program Student Professional Development Plan/Portfolio. Students will be given an orientation to the Professional Development process in OTA 110.

2. **Spring semester, Freshman Year:** Students will independently complete the OTA Student Professional Development Assessment form. The student and OTA Program faculty member will meet and collaborate regarding student self-rating of their professional development and identification of professional development goals and action steps for his/her portfolio. This information will be recorded by the faculty member on the Student Professional Development Assessment form. The original documents will be attached to the summary form and revisited fall, sophomore year. The student will be given a copy of these documents.

3. **Fall semester, Sophomore Year:** Student will contact OTA Program faculty member and an appointment will be scheduled to complete Student Professional Development Assessment and review portfolio progress.

4. In order to share diverse perspectives, students should meet with different faculty members during this process, although all faculty members are encouraged to provide input into the assessment process.

5. All original documents will be retained in the student files. Students should retain the copies they received for review.

6. The professional development process will be reviewed on an annual basis and revised as needed.

Outcomes:

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

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

Completed Professional Portfolio will be reviewed in OTA 220 course, the final portfolio will provide evidence of growth as a professional entering the OT Profession.
According to Dr. Kenneth Wolf, of the University of Colorado, *Creating a Professional Portfolio*, “This is a process of gathering and providing evidence of growth and achievement over time. The professional portfolio is a vehicle for collecting and presenting that evidence. Portfolios allow us to become reflective about what we do. They allow us to document the practices we'd like to preserve and even pass on to others.”

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

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

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

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

**References:**
[https://www.scholastic.com/.../creating-professional-portfolio](https://www.scholastic.com/.../creating-professional-portfolio) (n.d.).
[extension.berkeley.edu/static/studentservices/professional-portfolio](http://extension.berkeley.edu/static/studentservices/professional-portfolio)
Permission provided for modification of project content
[http://ot.phhp.ufl.edu/academics/mot/current-students/professional-development/portfolio-production/](http://ot.phhp.ufl.edu/academics/mot/current-students/professional-development/portfolio-production/)
OTA Student Professional Development Assessment

Student Name: 

Faculty Evaluator: 

Semester: 

Date: 

Instructions: For each professional behavior, review the descriptors, reflect on current performance, and rate performance by the scale shown below.

Rating Scale:

| S+ | Student has exceeded satisfactory performance. |
| S  | Student has performed at a satisfactory level. |
| NE | Student needs experience.                     |
| NI | Student needs improvement.                    |
| N/O| Student has not had opportunity to work on key behavior. |
| N/A| Student was not assessed on this behavior.    |

PROFESSIONAL ETHICS

1. Ethics and values are woven throughout professional development across the occupational therapy practitioner continuum. Adherence to Professional Values and Ethics as demonstrated by:

   a. Demonstrate knowledge and understanding of ICC Core Values.  
      STUDENT □ □ □ □ □ □  
      FACULTY □ □ □ □ □ □

   b. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards  
      STUDENT □ □ □ □ □ □  
      FACULTY □ □ □ □ □ □

STUDENT COMMENTS:

FACULTY COMMENTS:
PROFESSIONAL RESPONSIBILITY

Responsibility by expanding knowledge of occupational therapy profession, scope of practice on local and national level and practitioner role delineation as demonstrated by:

2. a. Demonstrate knowledge and understanding of AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions and employment settings

   STUDENT
   FACULTY

   b. Demonstrate knowledge and understanding of the State of Illinois Occupational Therapy Practice Act, laws and rules.

   STUDENT
   FACULTY


   STUDENT
   FACULTY

STUDENT COMMENTS:

FACULTY COMMENTS:

3. Empathy as demonstrated by:

   a. Being sensitive and responding to the feelings and behaviors of others.

   STUDENT
   FACULTY

   b. Listening to and considering the ideas and opinions of others.

   STUDENT
   FACULTY

   c. Rendering assistance to all individuals without bias or prejudice.

   STUDENT
   FACULTY

STUDENT COMMENTS:

FACULTY COMMENTS:

4. Scholarship as demonstrated by:

   a. Demonstrate knowledge of Illinois Department of Financial and Professional Regulation (IDFPR) rules for continuing education

   STUDENT
   FACULTY

   b. Demonstrate knowledge of and commitment to lifelong learning by expanding base of knowledge and application to client interventions

   STUDENT
   FACULTY

STUDENT COMMENTS:

FACULTY COMMENTS:
5. **Dependability as demonstrated by:**

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<tbody>
<tr>
<td>a.</td>
<td>Being on time for classes, work and meetings.</td>
<td>STUDENT</td>
<td>S</td>
<td>NE</td>
<td>NI</td>
<td>N/O</td>
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<td>b.</td>
<td>Handing in assignments, papers, reports, and notes when due.</td>
<td>STUDENT</td>
<td>S</td>
<td>NE</td>
<td>NI</td>
<td>N/O</td>
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<td>FACULTY</td>
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<td>c.</td>
<td>Following through with commitments and responsibilities.</td>
<td>STUDENT</td>
<td>S</td>
<td>NE</td>
<td>NI</td>
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**STUDENT COMMENTS:**

**FACULTY COMMENTS:**

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**PROFESSIONAL BEHAVIORS**

6. **Professional Presentation as demonstrated by:**

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<tbody>
<tr>
<td>a.</td>
<td>Presenting oneself in an appropriate manner that is accepted by clients and employers.</td>
<td>STUDENT</td>
<td>S</td>
<td>NE</td>
<td>NI</td>
<td>N/O</td>
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<td>FACULTY</td>
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<td>b.</td>
<td>Using body posture and affect that communicates interest or engaged attention.</td>
<td>STUDENT</td>
<td>S</td>
<td>NE</td>
<td>NI</td>
<td>N/O</td>
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<td>c.</td>
<td>Displaying a positive attitude towards becoming a professional.</td>
<td>STUDENT</td>
<td>S</td>
<td>NE</td>
<td>NI</td>
<td>N/O</td>
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<td>FACULTY</td>
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<td>d.</td>
<td>Display appropriate manners and etiquette.</td>
<td>STUDENT</td>
<td>S</td>
<td>NE</td>
<td>NI</td>
<td>N/O</td>
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<td>FACULTY</td>
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**STUDENT COMMENTS:**

**FACULTY COMMENTS:**

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7. **Self-Motivation as demonstrated by:**

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<tbody>
<tr>
<td>a.</td>
<td>Showing an energetic, positive, and motivated manner.</td>
<td>STUDENT</td>
<td>S</td>
<td>NE</td>
<td>NI</td>
<td>N/O</td>
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<td>FACULTY</td>
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<tr>
<td>b.</td>
<td>Self-starting assignments, projects, and tasks.</td>
<td>STUDENT</td>
<td>S</td>
<td>NE</td>
<td>NI</td>
<td>N/O</td>
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<td></td>
<td>FACULTY</td>
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<tr>
<td>c.</td>
<td>Taking initiative to direct own learning.</td>
<td>STUDENT</td>
<td>S</td>
<td>NE</td>
<td>NI</td>
<td>N/O</td>
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<tr>
<td></td>
<td>FACULTY</td>
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**STUDENT COMMENTS:**

**FACULTY COMMENTS:**
### 8. Supervisory Process as demonstrated by:

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<th>NE</th>
<th>NI</th>
<th>N/O</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Giving and receiving constructive feedback.</td>
<td>STUDENT</td>
<td>FACULTY</td>
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</tr>
<tr>
<td>b.</td>
<td>Modifying performance in response to meaningful feedback.</td>
<td>STUDENT</td>
<td>FACULTY</td>
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<tr>
<td>c.</td>
<td>Operating within the scope of one’s own skills and seeking guidance when needed.</td>
<td>STUDENT</td>
<td>FACULTY</td>
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**STUDENT COMMENTS:**

**FACULTY COMMENTS:**

### PROFESSIONAL COMPETENCE

### 9. Organization as demonstrated by:

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<th>NI</th>
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<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Prioritizing self and tasks.</td>
<td>STUDENT</td>
<td>FACULTY</td>
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</tr>
<tr>
<td>b.</td>
<td>Managing time and materials to meet program requirements.</td>
<td>STUDENT</td>
<td>FACULTY</td>
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<tr>
<td>c.</td>
<td>Using organization skills to contribute to the development of others.</td>
<td>STUDENT</td>
<td>FACULTY</td>
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**STUDENT COMMENTS:**

**FACULTY COMMENTS:**

### 10. Collaboration as demonstrated by:

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<th>NI</th>
<th>N/O</th>
<th>N/A</th>
</tr>
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<tbody>
<tr>
<td>a.</td>
<td>Working effectively with other individuals.</td>
<td>STUDENT</td>
<td>FACULTY</td>
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<tr>
<td>b.</td>
<td>Showing consideration for the needs of the group.</td>
<td>STUDENT</td>
<td>FACULTY</td>
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<tr>
<td>c.</td>
<td>Developing group cohesiveness by assisting in the development of the knowledge and awareness of others.</td>
<td>STUDENT</td>
<td>FACULTY</td>
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**STUDENT COMMENTS:**

**FACULTY COMMENTS:**
11. Clinical Reasoning as demonstrated by:

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<tbody>
<tr>
<td>a.</td>
<td>Using an inquiring or questioning approach in class and clinic.</td>
<td>STUDENT ☐</td>
<td>☐</td>
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<td></td>
<td>FACULTY ☐</td>
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<td>b.</td>
<td>Analyzing, synthesizing, and interpreting information.</td>
<td>STUDENT ☐</td>
<td>☐</td>
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<td>FACULTY ☐</td>
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<td>c.</td>
<td>Giving alternative solutions to complex issues and situations.</td>
<td>STUDENT ☐</td>
<td>☐</td>
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<td>FACULTY ☐</td>
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STUDENT COMMENTS:

FACULTY COMMENTS:

12. Verbal Communication as demonstrated by:

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<tr>
<td>a.</td>
<td>Verbally interacting in class and clinic.</td>
<td>STUDENT ☐</td>
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<td>FACULTY ☐</td>
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<td>b.</td>
<td>Sharing perceptions and opinions with clarity and quality of content.</td>
<td>STUDENT ☐</td>
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<td>FACULTY ☐</td>
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<td>c.</td>
<td>Verbalizing opposing opinions with constructive results.</td>
<td>STUDENT ☐</td>
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<td>FACULTY ☐</td>
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STUDENT COMMENTS:

FACULTY COMMENTS:

13. Written Communication as demonstrated by:

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<tr>
<td>a.</td>
<td>Writing clear sentences.</td>
<td>STUDENT ☐</td>
<td>☐</td>
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<td></td>
<td>FACULTY ☐</td>
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<td>b.</td>
<td>Communicating ideas and opinions clearly and concisely in writing papers, notes, and reports.</td>
<td>STUDENT ☐</td>
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<tr>
<td></td>
<td></td>
<td>FACULTY ☐</td>
<td>☐</td>
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<tr>
<td>c.</td>
<td>Communicating complex subject matter clearly and concisely in writing, with correct punctuation and grammar.</td>
<td>STUDENT ☐</td>
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<td></td>
<td></td>
<td>FACULTY ☐</td>
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STUDENT COMMENTS:

FACULTY COMMENTS:
<table>
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<th>14. Areas of strength:</th>
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<tr>
<td><strong>STUDENT COMMENTS:</strong></td>
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| FACULTY COMMENTS: |

<table>
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<tr>
<th>15. Opportunities for growth:</th>
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<tr>
<td><strong>STUDENT COMMENTS:</strong></td>
</tr>
</tbody>
</table>

| FACULTY COMMENTS: |

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**GOAL #1:**

**ACTION PLAN 1:**

**ACTION PLAN 2:**

---

**GOAL #2:**

**ACTION PLAN 1:**

**ACTION PLAN 2:**

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Student Signature & Date

Faculty Signature & Date
SECTION 5: ACCREDITATION/CERTIFICATION/LICENSURE

Accreditation

NBCOT Certification and Licensure

Licensure

Membership(s)

Student Receipt of Handbook Signature Pages
Accreditation

The Occupational Therapy Assistant program at ICC is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number, c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

NBCOT Certification and Licensure

Graduates of the program will be eligible to sit for the National Certification Examination for the Occupational Therapy Assistant, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure. For more certification information, visit nbcot.org.

Important Felony Statement

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

Each state also has specific requirements for licensure. Contact the appropriate state board or Department of Professional Regulation for more information: Occupational Therapy Regulatory Body Contact List by State.

National Board for Certification in Occupational Therapy (NBCOT) Certification Exam Information for ICC OTA Program graduates

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

Licensure

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

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

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

2. **Illinois Occupational Therapy Association (ILOTA)**
   This is the state organization for occupational therapists, certified OT assistants, and OT students in Illinois.

3. **The American Occupational Therapy Association (AOTA)**
   This is the national organization for all levels of occupational therapists. There is a national student organization. The American Occupational Therapy Association/ACOTE is the accrediting body for OTA programs and establishes certification standards for occupational therapists and occupational therapy assistants.
I, _____________________________ (print name), have read and understood the policies as stated in the *Occupational Therapy Assistant Student Handbook*. The OTA program faculty have reviewed the information and policies in the *Occupational Therapy Assistant Handbook*. As an OTA student, I accept the responsibility to abide by all policies as outlined in the handbook and the *College Catalog*.

______________________________                                _________________________
Student Signature                                Date
SECTION 6:
HEALTH CAREERS POLICIES AND PROTOCOLS
I. Student Health Requirements .......................................................................................... HC-1
   Drug Testing Standards and Procedures ...................................................................... HC-2
   Drug Testing Consent ................................................................................................. HC-3
   Fingerprint/Background Check Policy and Procedures ................................................... HC-4
   Fingerprint/Background Check Informed Consent/Release ............................................ HC-5
   Student Chemical Impairment Policy and Procedures ................................................... HC-6
   Authorization Form for Student Chemical Impairment Testing .................................... HC-8
   Student Chemical Compliance Contract ........................................................................ HC-9
   Health Insurance/Financial Responsibility Waiver ....................................................... HC-10
   Latex Sensitivity Awareness ....................................................................................... HC-11
   Latex Sensitivity Screening .......................................................................................... HC-13
   Physical and Immunization Policy ................................................................................ HC-14
   Immunization Requirements ....................................................................................... HC-15
   Medical History ........................................................................................................... HC-16
   Physical Examination Form .......................................................................................... HC-17
   Communicable Disease Procedure ............................................................................... HC-18
   Clinical Tuberculosis (TB) Exposure Procedure ............................................................ HC-19
   Student TB Exposure Form .......................................................................................... HC-20
   TB Exposure Assessment Student Questionnaire ........................................................... HC-21
   Clinical Blood and Body Fluid Exposure ...................................................................... HC-22
   Student Exposure Report Form ..................................................................................... HC-24
   Accident/Incident/Injury Reporting Procedure .............................................................. HC-26
   Accident/Incident/Injury Report Form ........................................................................... HC-27
II. Professional Conduct Policy ....................................................................................... HC-29
III. Social Networking Policy .......................................................................................... HC-32
IV. Understanding of Program Policies ............................................................................ HC-33
V. Signature Pages to be Signed and Submitted
   Student Chemical Compliance Contract ....................................................................... HC-35
   Understanding of Program Policies ............................................................................... HC-36
ILLINOIS CENTRAL COLLEGE HEALTH CAREERS

Student Health Requirements

At the time of program admission, students will be provided information which includes physical examination, immunization requirements, drug screening and background checks necessary for complying with Health Careers Department requirements. Completed forms must be submitted to Illinois Work Injury Resource Center (IWIRC) downtown Peoria location, 736 SW Washington Street, Suite 2A, Peoria, IL 61602, by July 15th (or the designated due date) for students to be compliant and continue in the Health Careers program.

Readmission students must have a current physical examination, immunization and drug screening on record at IWIRC prior to the first day of classroom, clinical and/or laboratory course.

It is the student’s responsibility to review ALL records to assure all requirements are current and complete. It is recommended that students copy documents for self-record maintenance.

Faculty members do not review the above requirements; therefore, it is the student’s responsibility to notify instructors of any health care problems. Students are encouraged to contact Access Services http://icc.edu/around-campus/access-services/ to request any necessary accommodations.

The following documents are required:

1. Drug screen completed at IWIRC
2. Fingerprint background check completed at IWIRC
3. A completed physical examination form – completed by a physician at IWIRC or submitted to IWIRC
4. Evidence of specified immunizations completed at IWIRC or submitted to IWIRC

The Health Careers Assistant will monitor student compliance and notify the Program Director/Coordinator and Clinical Coordinator of noncompliance. Until compliant, the student will not be allowed to participate in any clinicals and will result in a clinical absence for each day missed.
Drug Testing Standards and Procedures

Illinois Central College adheres to all policies of clinical facilities with which the College affiliates for student clinical education experiences. Students admitted to a health career program must have a current negative drug screen prior to beginning program.

Illinois Central College has designated the Illinois Work Injury Resource Center (IWIRC), 736 SW Washington Street, Suite 2A, Peoria, Illinois, to perform the drug testing. IWIRC will notify ICC of results. Student must sign a “Drug Testing Consent Form” provided by the College. The student is responsible for all costs incurred with drug testing and will be billed by ICC. The drug screen must be completed by July 15. Students may be withdrawn from their course/program if this requirement is not completed or if test results are positive.

All reasonable efforts will be made to maintain the confidentiality of results.

1. The student will provide a urine specimen for the drug screen. The specimen itself shall be collected at IWIRC, under that facility’s procedures and control.

2. If the initial drug test indicates a positive result, the student will be given an opportunity to refute the results. The student may also have the same specimen retested, at the student’s expense. The second test must be done within 48 hours of receiving the results.

3. If after medical review the test result remains positive, the student will be withdrawn from the program.

4. If the testing facility determines that a student has tampered with a sample during the testing, the student will be immediately dismissed from the program and will not be considered for readmission to an ICC Health Careers program.

5. Students shall be subject to the drug testing policy and rules of the facility providing the clinical education experience, which may require the student to submit to additional drug testing, in compliance with that facility’s individual policies and requirements.

6. Students shall also be subject to additional testing as a required by Illinois Central College, on a for cause basis, as Illinois Central College deems necessary for the administration of student clinical education experiences. Students in the program who have tested positive may be dismissed from the program. Whether any student can remain in the program will be determined at the sole discretion of ICC.
Drug Testing Consent

Drug Testing Standards and Procedures

Illinois Central College adheres to all policies of ICC affiliated clinical facilities which provide student clinical education experiences. For those facilities requiring drug testing, students enrolled in a health career program must have a current negative drug screen prior to program admission.

The student must sign this form, provided by Illinois Central College. Testing is done at the Illinois Work Injury Resource Center, 736 SW Washington Street, Suite 2A, Peoria, Illinois. The student is responsible for all costs incurred for the drug screening but will be billed through Illinois Central College. The drug screen must be completed by July 15. Test results will be sent to ICC. All reasonable efforts will be made to maintain the confidentially of results. Students may be withdrawn from their Health Careers Program if this requirement is not met or if results are positive.

My signature below indicates that I have read the Drug Testing Standards and Procedures (above) and have been provided with a copy of the same (see previous page). I understand that the results of the drug testing are to be used solely for the purpose of determining my eligibility for a clinical education experience in a health career program at Illinois Central College.

By signing below, I provide my voluntary and irrevocable consent for a drug test (urine sample screening) to be conducted at the Illinois Work Injury Resource Center and for results of the screen to be released to Illinois Central College. ICC may share said information with the clinical facility with whom I am being assigned. I understand that I am responsible for all costs associated with the test.

PRINT Full Name: ____________________________________________

Student ID Number: ___________________________________________

Health Careers Program: _______________________________________

Signature: X_____________________________________________ Date: ________________
Fingerprint/Background Check Policy and Procedures

At the request of clinical agencies who accept students from the College, all students enrolled in a Health Careers Program will be required to submit to a fingerprint/background check. Students may not use similar reports on file at other agencies to satisfy this requirement. Failure to consent to release information or to cooperate appropriately with regard to the process shall result in the student not being able to enter or progress in the Health Careers Program. Criminal history background information is defined as information collected by criminal justice agencies on individuals consisting of identifiable descriptions and notations of arrests, detentions, indictments, or other formal charges, and any dispositions; including sentencing, correctional supervision, and releases.

Policy
Illinois Central College (ICC) is committed to providing a safe environment for students, patients cared for by students, and employees. Therefore, the College will conduct a fingerprint/background check of all students who wish to be enrolled in a Health Careers Program at ICC. The fingerprint/background check will be conducted through the Illinois Work Injury Resource Center (IWIRC), 736 SW Washington Street, Suite 2A, Peoria, Illinois, and is paid for by the student. The student is responsible for costs incurred with fingerprint background check and will be billed by ICC. The fingerprint background check must be completed by July 15. Students may be withdrawn from course and program if this requirement is not completed or results are disqualifying. Students who have disqualifying convictions will be required to obtain a Health Care Worker Waiver.

Procedures
1. Students will be provided the authorization form for the fingerprint/background check from the Health Careers administrative assistant. The student must complete the authorization, providing all necessary biographical information.

2. The fingerprint/background check will be completed by IWIRC and results will be made available to select ICC Health Careers employees.

3. Omission of required information or false or misleading information provided by the student on the criminal background check or in any communication with the College may result in disciplinary action or dismissal from the Health Careers Program at ICC.

Dealing with Disqualifying Convictions:
1. Fingerprint/background check results will be kept confidential and will be maintained separate from the student’s admission/academic file.

2. The Health Careers administrative assistant will access the electronic report.

3. A student who has a disqualifying conviction will be notified. No messages regarding the results will be left on answering machines or with other individuals.

4. If the student has a disqualifying conviction but wishes to remain enrolled in the Health Careers Program, the student must submit an application for a Health Care Worker Waiver. An application for the waiver is available online at: http://www.idph.state.il.us/nar/WAIVERAPPLICATION.pdf.

5. If a student with a disqualifying conviction is unable to obtain a Health Care Worker Waiver, the student will be dismissed from the Health Careers Program. Academic Advisers at ICC will offer assistance to re-direct the student to another career path.

For more information regarding Health Care Worker Background Check, go to: http://www.ilga.gov/commission/jcar/admincode/077/0770955sections.html
Fingerprint/Background Check Informed Consent/Release

I hereby authorize Illinois Central College (ICC), or any qualified agent, or clinical facility, to receive the following in connection with my clinical education experience: fingerprint/background check information (including copies of my past and present law enforcement records to include both misdemeanor and felony convictions) and any arrests for a crime that has not been adjudicated (by dismissal, acquittal, or conviction). This fingerprint/background check investigation must be conducted and is for the purpose of assisting ICC and clinical facilities in evaluating my suitability for clinical experience. The release of information pertaining to this fingerprint/background check to those persons necessary to determine my suitability to participate in the clinical education experience is expressly authorized.

I understand that information contained in the fingerprint/background check report may result in my being denied a clinical experience and may result in dismissal from the intended health career program. If negative information is contained in my report, I understand that I will be notified by ICC and I have the right to contest the accuracy of the report.

If a facility refuses the student access to the clinical site at its facility, ICC will make reasonable efforts to find an alternative site for the student to complete his/her clinical experience. A student who cannot be reasonably assigned will be dismissed from the program.

I hereby give ICC permission to obtain and release fingerprint/background check information to facilities to which I may be assigned for clinical experience prior to beginning the assignment. I hereby release ICC, its trustees, employees, and any clinical facilities, from liability or damage in providing such fingerprint/background check information or acting on such information. I hereby agree that a copy of this authorization may be accepted with the same authority as the original.

I hereby further release ICC, its trustees, employees, and agents, from any and all claims including but not limited to, claims of defamation, invasion of privacy, negligence or any other damages resulting from or pertaining to the collection of this information. I understand that I am responsible for all costs associated with this process.

I also agree that any future criminal convictions must be reported immediately to the appropriate ICC program director/coordinator. Failure to report may result in program dismissal.

My signature below certifies that all information given is true and reliable. Any false information given or refusal to adhere to the fingerprint/background check investigation will result in dismissal from my intended health career program.

PRINT Full Name: ____________________________________________

Student ID Number: __________________________________________

Health Careers Program: ______________________________________

Signature: X_________________________________________ Date: __________

Reviewed 05/2018 HC-5
Illinois Central College policy prohibits the illegal possession, use, or distribution of drugs and/or alcohol by students on College property or as a part of any College activity. Violators will be prosecuted in accordance with applicable laws and will be subject to disciplinary action by the College in conformance with College policy. (See the College Catalog and Student Handbook). In accordance with this policy, the following procedure has been developed to address issues unique to students enrolled in the College’s Health Career Programs.

Procedure
All Health Careers students will be required to sign and adhere to the Illinois Central College Student Chemical Compliance Contract.

When a faculty member or a clinical agency representative observes a student engaging in behaviors or presents with signs that are often associated with drug or alcohol misuse or abuse the following procedure, based on the belief that measures to be taken should be assistive rather than punitive, will be implemented:

1. Seek corroboration regarding the observed student behavior, if possible.
   a. Should the impaired behavior occur at a clinical site, the faculty or agency representative will relieve the student from the clinical assignment.
   b. Should the observed behavior occur on campus, the faculty member should use his/her discretion in allowing continued participation in the learning activity.
   c. Immediately notify program director/coordinator and provide written documentation of observed behavior or physiologic characteristics of suspected chemical impairment as soon as possible.
   d. Upon request, the student will undergo a drug screen and breath alcohol test. The drug screens and breath alcohol tests will be completed at the student’s expense. A student who refuses to be tested or who otherwise fails to cooperate in required tests shall be dismissed from the Health Careers program.
      i. If the student is at a hospital clinical site the student will be taken to the emergency department/occupational or employee health as designated by agency. An instructor, fieldwork educator, Program Director/Coordinator, or designee must remain with the student while the student is at the testing facility and complete and sign an authorization form. The student must present a photo ID.
      ii. If the student is at a non-hospital clinical site out of the Peoria area the student will need to go to the emergency department of a local hospital by calling a cab, friend, or family member to transport the student to the facility.
      iii. If the student is at a non-hospital clinical site in the Peoria area the student will need to call a cab, friend, or family member to transport to:

Illinois Work Injury Resource Center (IWIRC)
736 SW Washington Street Suite 2A
Peoria IL 61602
(309) 497-0300

Should IWIRC be closed, the student may go to the UnityPoint Emergency Department.
2. Upon receipt of written documentation, a conference consisting of, but not limited to, the involved student, faculty member and/or agency representative, Program Director/Coordinator, Dean of Health Careers and Dean of Student Services or their designee will be held. The purpose of the conference is to present and discuss documented observations of behavior(s) and test results.

3. If results are negative, Illinois Central College will be responsible for costs incurred by the student. If results are positive, the student will be responsible for costs incurred.

4. A student who tests positive for illegal drugs and/or alcohol will be administratively withdrawn from the Health Careers program.

**Eligibility for Professional Licensure/Certification**
Students should understand that the use/abuse of drugs and alcohol is prohibited by laws and standards in the health professions, and that a person with a history of such use/abuse may be denied certification or licensure, or placed on a probationary status. Faculty will assist students with providing required documentation for professional licensure application process.

Students and faculty are reminded of the professional ethical responsibility of reporting knowledge of substance use/abuse by healthcare personnel.
Authorization Form for Student Chemical Impairment Testing

Student’s Name: _____________________________________________________________
Student ID#: _____________________________________________________________
Date: ____________________________________________________________________

Requested Service: (circle all that apply)
Alcohol and Drug Testing:    Non – DOT
Urine Drug Screen:          Collection with results
Breath Alcohol Test

Purpose: (circle one)
Reasonable Suspicion - Random

Billing Information:
If Positive for Chemical Impairment: Please bill:
    Student or submit to student’s personal health care insurance company

If Negative for Chemical Impairment: Please bill:
    Illinois Central College
    Attn. Risk Management Rm. 338C
    1 College Dr.
    East Peoria, IL 61635
    (309) 694-5475

Printed name of ICC
Authorized Employee: ______________________________________________________

Signature of ICC
Authorized Employee: ______________________________________________________

HC-8
Student Chemical Compliance Contract

I, ___________________________, agree to undergo a drug screen and breath alcohol test upon request and, if needed, a comprehensive substance use/abuse evaluation by a mental health professional selected from the approved list of accredited agencies provided by the Program Director/Coordinator. I understand that the payment for the drug screening and breath alcohol test, evaluation, treatment and follow up care will be my responsibility. If treatment is recommended, I must complete the individualized plan determined by the evaluator and follow all procedural steps of the Illinois Central College Chemical Impairment Policy. Written evidence of my treatment program, ability to return to the health program (evidence of exhibiting positive student behaviors), and my follow up care plan will be submitted to the Program Director/Coordinator. I further understand that random drug screens and breath alcohol testing may be a part of my treatment and follow up program.

Date: ____________________________________________

Student signature:

Agree ____________________________________________

or

Disagree ____________________________________________

Program Director/Coordinator/
Faculty signature: ______________________________________

Witness signature: ______________________________________
Health Insurance/Financial Responsibility Waiver

Students are required to carry personal health care insurance at all times while enrolled in a Health Careers program. Students are financially responsible for any and all expenses resulting from injury, illness, and positive drug screenings occurring during classroom, clinical, and/or laboratory courses.

I understand that I am responsible for maintaining my own major medical health insurance throughout the course of being enrolled in an Illinois Central College Health Careers Program. I further understand that I will be financially responsible for any medical care, treatment, or examinations that a clinical affiliate provides to me while in a student capacity at that facility.

By signing below, I am verifying that I either 1) carry major medical insurance or 2) will accept responsibility for the cost of any and all medical care, treatment, or examinations provided to me while in a student capacity at the program clinical affiliates.

PRINT Full Name: ________________________________________________________________

Student ID Number: ________________________________________________________________

Health Careers Program: ____________________________________________________________

Signature: X ___________________________ Date: __________________________

Reviewed 05/2018
Latex Sensitivity Awareness

WARNING!

People exposed to latex gloves and other products containing natural rubber latex may develop allergic reactions, such as skin rashes, hives, nasal, eye, or sinus symptoms, asthma, and (rarely) shock.

Students admitted to Health Careers programs will be informed regarding latex sensitivity and complete sensitivity screening.

Latex allergy has been recognized as a significant problem for specific patients and healthcare workers.

Persons at risk include patients with spina bifida, urogenital abnormalities, workers with industrial exposure to latex, persons with multiple surgeries, and healthcare workers.

Suspected Latex Allergy or Sensitivity

1. Do you react to latex, rubber bands, balloons or other rubber products?
2. Are you regularly exposed to latex-containing products, e.g., gloves, blood pressure equipment, catheters, etc?
3. Do you have multiple allergies?
4. Are you allergic to avocados, potatoes, bananas, tomatoes, chestnuts, peaches, kiwi, or papaya?
5. Do you have any of the following symptoms after exposure to latex products?

- itchy eyes
- tachycardia
- bronchospasm
- facial edema
- generalized pruritus
- hypotension
- nausea
- urticaria
- feeling of faintness
- wheezing
- vomiting
- shortness of breath
- flushing
- abdominal cramping
- feeling of impending doom
- bronchospasm
- nausea
- pruritus
- vomiting
- feelings of impending doom

If “yes” to any of these questions, notify your program director/coordinator immediately!

Type I: IMMEDIATE reaction within 15 minutes (allergy).

Symptoms include generalized urticaria, wheezing, dyspnea, laryngeal edema, bronchospasm, tachycardia, angioedema, hypotension and cardiac arrest.

Type IV: DELAYED reaction 6-48 hours (sensitivity).

Symptoms include contact dermatitis, such as pruritus, edema, erythema, vesicles, drying papules, crushing and thickening of the skin and dermatitis that spreads beyond the skin exposed to the latex product.
Illinois Central College Health Careers

Latex Sensitivity Awareness (continued)

People with ongoing exposure to natural rubber latex should take the following steps to protect themselves:

1. Use nonlatex gloves (e.g., vinyl) for activities not likely to involve contact with infectious materials. Such activities include food preparation, routine housekeeping, maintenance, etc.

2. Appropriate barrier protection is necessary when handling infectious materials. If you choose latex gloves, use powder-free gloves with reduced protein content or synthetic or nitrile gloves.

3. When wearing latex gloves, do not use oil-based hand creams or lotions unless they have been shown to reduce latex-related problems.

4. Frequently clean work areas contaminated with latex dust (upholstery, carpets, ventilation ducts, and plenums).

5. Frequently change the ventilation filters and vacuum bags used in latex-contaminated areas.

6. Learn to recognize the symptoms of latex allergy: skin rashes, hives, flushing, itching, nasal, eye, or sinus symptoms, asthma and shock.

7. If you develop symptoms of latex allergy, avoid direct contact with latex gloves and products until you can see a healthcare provider experienced in treating latex allergy.

8. If you have latex allergy, consult your health care provider regarding the following precautions:
   • Avoid contact with latex gloves and products.
   • Avoid areas where you might inhale the powder from latex gloves worn by others.
   • Tell your instructors, health care providers, nurses, and dentists that you have latex allergy.
   • Wear a medical alert bracelet.

9. Take advantage of all latex allergy education and training that is available to you.

Centers for Disease Control and Prevention, 1600 Clifton Road., Atlanta, Georgia 30333, USA.
800-CDC-INFO (800-232-4636) TTY: (888) 232-6348, 24 Hours/Every Day – cdcinfo@cdc.gov

To request additional information about latex allergy, or to request a copy of MIOSH Alert No. 97-135, Preventing Allergic Reactions to Natural Rubber Latex in the Workplace, call 1-800-35-NIOSH (1-800-356-4674)

Modified From: National Institute for Occupational Safety and Health
www.cdc.gov/niosh/docs/98-113/

Reviewed 05/2018
ILLOINOIS CENTRAL COLLEGE HEALTH CAREERS

Latex Sensitivity Screening

1. Do you have allergies, asthma, or rhinitis (hay fever) after the use of rubber or latex products or powder? □ Yes □ No

2. Do you have a rash, redness, or swelling lasting 1-2 days after the use of latex gloves? □ Yes □ No

3. Have you ever had a work-related rash on your hands lasting longer than one week following latex glove use? □ Yes □ No

4. Are you known to be allergic and/or do you have any adverse reactions when you ingest any of the following foods: avocado, banana, chestnut, papaya, kiwi, hazelnut, cherries, or peaches? □ Yes □ No

5. Have you ever had swelling, itching, or hives around your mouth after blowing up a balloon? □ Yes □ No

6. Have you ever had swelling, itching, or hives around your mouth during or after a dental examination or procedure? □ Yes □ No

7. Have you ever had swelling, itching, or hives following a vaginal or rectal examination or after contact with a diaphragm or condom? □ Yes □ No

8. Have you ever had swelling or hives on your hands during or within one hour after wearing rubber latex gloves? □ Yes □ No

9. Have you ever noticed that you had a runny nose, watery eyes, facial swelling, or wheezing during or immediately after contact with latex products or in an environment where latex use is high (e.g. hospital or clinic)? □ Yes □ No

10. Has a physician ever diagnosed you as latex allergic or powder allergic? □ Yes □ No

11. Have you ever had a serious allergic reaction (e.g., anaphylaxis) or other unexplained reaction during a medical exam or procedure where contact with latex was involved? □ Yes □ No

If patient answers YES to any of the above questions, a RAST test will be given following the “RAST Test Standing Orders.”

PRINT Full Name: ________________________________________________________________

Student ID Number: _____________________________________________________________

Health Careers Program: _________________________________________________________

IWIRC Healthcare Provider: __________________________________ Date: ______________
Illinois Central College recognizes the following facts regarding students enrolled in Health Careers Programs. These facts are taken directly from the Recommendations of the Advisory Committee on Immunization Practices (ACIP) for Health Care Workers and the Hospital Infection Control Practices Advisory Committee (HICPAC). These facts led to the guidelines currently in place under the CDC and recognized by OSHA. These facts also provide the basis for Illinois Central College’s policy regarding Health Careers student immunizations. Enforcement of this policy allows Illinois Central College to fulfill contractual obligations required by health care facilities that provide clinical experiences for our Health Careers students.

- Because of their direct contact with medical patients or infective material from medical patients during clinical experiences, Health Careers students are at risk for exposure to and possible transmission of vaccine-preventable diseases during clinical experiences.

- The risks for percutaneous and permucosal exposure to blood and blood products are often highest during the professional training period: therefore, vaccination should be completed during training and prior to students having any contact with blood.

- Optimal use of immunizing agents safeguards the health of both health care workers and those in training and protects patients from becoming infected through exposure to infected care providers.

- Any health care worker who is susceptible can, if exposed, contract and transmit certain vaccine-preventable diseases. Therefore, all medical institutions should ensure that those who work within their facilities are immune to those diseases for which immunization is strongly recommended in ACIP/HICPAC guidelines.

**POLICY STATEMENT:**

In order to adhere to CDC/OSHA recognized guidelines, it is the policy of Illinois Central College that all enrolled Health Careers Students will comply with physical, immunization, and tuberculosis requirements as detailed in the attached document. No exceptions will be made to this policy and no waivers given except in the event of pregnancy and breastfeeding. In those instances, a temporary reprieve will be granted for immunizations during the duration of the pregnancy and or breastfeeding if and only if a student is able to provide medical documentation of such condition. In addition, a student requesting a temporary reprieve of immunization requirements due to pregnancy or breastfeeding must prove that their immunizations are up to date through the onset of the condition.

**Physicals:**
Physical examination performed by a healthcare provider expires after 24 months. The exam must remain current for the duration of the student’s enrollment within the Health Careers Program.

**Immunizations:**
Immunizations are required for all Health Careers programs. However, additional immunizations/titers may be contractually required by specific agencies for student clinical experiences. These costs are the student’s responsibility.
Immunization Requirements

Student MUST complete the following immunizations at IWIRC or provide documentation of the following completed immunizations to Illinois Work Injury Resource Center (IWIRC) by July 15.

Required immunizations for all Health Careers programs ARE LISTED BELOW. Additional immunizations/titers may be contractually required by specific agencies for student clinical experiences. Costs are the student's responsibility.

Tuberculosis Testing (2-step TB Skin Test: 2 separate TB skin tests/read 1-2 weeks apart)
Students must show proof of a 2-step tuberculin skin test in the past along with an annual 1-step test thereafter following the 2-step. If students have NOT had a 2-step tuberculin skin test, one must be completed prior to the start of the Health Careers program. Once the 2-step test is completed, a 1-step tuberculin skin test is required every year thereafter while the student is enrolled in a Health Careers program.

Hepatitis B
The 3-injection Hepatitis B vaccine series is REQUIRED. Students must show proof of at least the first injection in the series prior to the start of the Health Careers program. (1st vaccination/4weeks, 2nd vaccination/5 months, 3rd vaccination) Students must then follow through with the remaining injections in the series and provide proof of the injections.

Tdap
Students are required to submit proof of a current Tdap vaccination within 10 years of the start of their respective Health Careers program.

MMR
Students must submit proof of 2 MMR vaccine injections in the past or show immunity to Measles, Mumps and Rubella in the form of a laboratory titer. (If born before Jan. 1, 1957: Exempt from the MMR requirement at this time)

Varicella (Chickenpox)
All students must show evidence of immunity to the varicella (chickenpox) virus. Evidence of immunity may include documentation of two doses of varicella vaccine or blood tests that show you are immune to varicella (immunity to varicella test).

Seasonal Flu Vaccine (Influenza)
Flu vaccine is a seasonal vaccine. Students must submit documentation of evidence of receiving a flu vaccine. Likely to be administered after October 1st of each academic year.
# Medical History

Answer the following questions by checking “yes” or “no” or write in a response.

<table>
<thead>
<tr>
<th>Do you have a medical history of…</th>
<th>Do you have a medical history of…</th>
<th>Do you have a medical history of…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anemia or blood disease?</td>
<td>Nervous or mental disease or disorder?</td>
<td>Yes</td>
</tr>
<tr>
<td>Asthma or emphysema?</td>
<td>Epilepsy or seizures?</td>
<td>Yes</td>
</tr>
<tr>
<td>Arthritis?</td>
<td>Stomach, gallbladder, or intestinal trouble?</td>
<td>Yes</td>
</tr>
<tr>
<td>Broken bones?</td>
<td>Painful, frequent, or bloody urination?</td>
<td>Yes</td>
</tr>
<tr>
<td>Cancer/tumors?</td>
<td>Sugar or protein in urine?</td>
<td>Yes</td>
</tr>
<tr>
<td>Chest pain or angina?</td>
<td>Major illness or hospitalizations?</td>
<td>Yes</td>
</tr>
<tr>
<td>Diabetes or hypoglycemia?</td>
<td>Seasonal allergies or hay fever?</td>
<td>Yes</td>
</tr>
<tr>
<td>Eye trouble, glasses, or contacts?</td>
<td>Varicose veins or ankle swelling?</td>
<td>Yes</td>
</tr>
<tr>
<td>Fainting spells or blackouts?</td>
<td>Recent weight gain or loss?</td>
<td>Yes</td>
</tr>
<tr>
<td>Frequent migraines/headaches?</td>
<td>Surgeries or medical procedures?</td>
<td>Yes</td>
</tr>
<tr>
<td>Frequent colds or persistent cough?</td>
<td>Skin disease or rashes?</td>
<td>Yes</td>
</tr>
<tr>
<td>Frequent sore throat or sinuses?</td>
<td>Low back pain or back problems?</td>
<td>Yes</td>
</tr>
<tr>
<td>Frequent ear infections or deafness?</td>
<td>Neck pain or neck problems?</td>
<td>Yes</td>
</tr>
<tr>
<td>Glandular disease? (i.e. thyroid or pituitary)</td>
<td>Have you ever had a work-related injury?</td>
<td>Yes</td>
</tr>
<tr>
<td>Blood clots, strokes, TIA's?</td>
<td>Have you ever lost time from a work-related injury?</td>
<td>Yes</td>
</tr>
<tr>
<td>Heart or coronary artery disease?</td>
<td>Do you drink alcohol, beer, or wine?</td>
<td>Yes</td>
</tr>
<tr>
<td>Head injury? (concussion, loss of consciousness)</td>
<td>How many drinks per week ____</td>
<td>Yes</td>
</tr>
<tr>
<td>Heart murmur or rheumatic fever?</td>
<td>If no, have you in the past?</td>
<td>Yes</td>
</tr>
<tr>
<td>Hernia or rupture?</td>
<td>Infectious disease? (TB, hepatitis, syphilis, typhoid fever)</td>
<td>Yes</td>
</tr>
<tr>
<td>High or low blood pressure?</td>
<td>If no, have you in the past?</td>
<td>Yes</td>
</tr>
<tr>
<td>Infectious disease? (TB, hepatitis, syphilis, typhoid fever)</td>
<td>Do you smoke or chew tobacco?</td>
<td>Yes</td>
</tr>
<tr>
<td>Hemorrhoids or rectal bleeding?</td>
<td>How many packs per week ____</td>
<td>Yes</td>
</tr>
<tr>
<td>Joint, tendon, muscle pain?</td>
<td>If no, have you in the past?</td>
<td>Yes</td>
</tr>
<tr>
<td>Numbness, tingling of hands/fingers or history of carpal/cubital tunnel?</td>
<td>Are your immunizations current:</td>
<td>Yes</td>
</tr>
<tr>
<td>Kidney stones/gallstones?</td>
<td>Tdap?</td>
<td>Yes</td>
</tr>
<tr>
<td>Kidney or bladder infections?</td>
<td>Tuberculin (TB)?</td>
<td>Yes</td>
</tr>
<tr>
<td>Liver problems or disease?</td>
<td>Hepatitis B?</td>
<td>Yes</td>
</tr>
<tr>
<td>Peptic ulcer, black stools, heartburn, or GERD?</td>
<td>Have you been under the care of a health care provider for any reason in the past five years?</td>
<td>Yes</td>
</tr>
<tr>
<td>Pneumonia or pleurisy?</td>
<td>FEMALE ONLY:</td>
<td>Yes</td>
</tr>
<tr>
<td>Weakness or fatigue?</td>
<td>Do you suffer from heavy cramping or periods that cause you to miss work?</td>
<td>Yes</td>
</tr>
<tr>
<td>Shortness of breath?</td>
<td>Are you or do you think you may be pregnant?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

If you answered “YES” to any of the above questions, please explain here:

If you need additional space you may write on the back of this form

I hereby certify that all the information I have furnished on this form is true and correct. I authorize the examining healthcare provider to disclose to Illinois Central College any or all of my medical information, findings from the exam, or testing performed by the healthcare provider, for the purpose of processing my physical examination for admittance into an ICC Health Careers Program. I am willing to submit to any required test necessary to complete this examination.

PRINT Full Name: ____________________________ Student ID Number: ____________________________

Signature: X_________________________________________ Date: ____________________________

Reviewed 05/2018

HC-16
Physical Examination Form

Student completes this portion of the Physical Examination Form:

PRINT Full Name: ____________________________________________________________

Student ID Number: ____________________________ Date: _________________________

Health Careers Program: ____________________________

This portion of the Physical Examination Form to be completed by the healthcare provider:

Allergies (drug, latex, environmental, food):


Eye Exam (Snellens Chart) Rt: ______  Lt: ______  Glasses / Contacts (circle one if exam with corrected vision)

Are there any abnormalities of any of the following?

☐ Head, ears, nose, throat?       ☐ Yes  ☐ No  ☐ Assistive hearing device?       ☐ Yes  ☐ No
☐ Eyes, visual acuity?          ☐ Yes  ☐ No  ☐ Upper respiratory?           ☐ Yes  ☐ No
☐ Lungs?                        ☐ Yes  ☐ No  ☐ Cardiovascular?            ☐ Yes  ☐ No
☐ Gastrointestinal/rectal?      ☐ Yes  ☐ No  ☐ Hemia?                   ☐ Yes  ☐ No
☐ Genitourinary/pelvic?         ☐ Yes  ☐ No  ☐ Musculoskeletal?        ☐ Yes  ☐ No
☐ Metabolic/endocrine?          ☐ Yes  ☐ No  ☐ Neuro?                   ☐ Yes  ☐ No
☐ Skin?                        ☐ Yes  ☐ No

Current or history of the following illnesses. If yes, please comment:

☐ Rheumatic Fever: ____________________________
☐ Hepatitis: ____________________________
☐ Diabetes: ____________________________
☐ Kidney/urinary Condition: ____________________________
☐ Epilepsy/seizures: ____________________________
☐ Seizure-free for last 6 months?: ☐ Yes  ☐ No  If no, date of last seizure: ____________________________
☐ Heart disorder/attack/disease: ____________________________
☐ Tuberculosis/asthma/other respiratory disorder or disease: ____________________________
☐ Varicosities: ____________________________
☐ Mental illness/condition (diagnosed): ____________________________
☐ Abnormal menstrual history/pap/pelvic: ____________________________
☐ Skeletal injury or condition: ____________________________
☐ Other current medical condition: ____________________________

List current prescription and frequent over-the-counter medications: ____________________________

List surgery types/dates: ____________________________

Do you have recommendations, precautions, or limitations for this student in his/her role concerning patient contact? ☐ Yes  ☐ No

If yes, please comment: ____________________________

Based on your findings, should this student be restricted from patient contact?: ☐ Yes  ☐ No

VERIFICATION

Your signature below indicates that you have completed the physical examination of the student named above and that this student is able to participate in the Health Careers program at Illinois Central College.

Healthcare provider signature: X ____________________________ PRINT last name: ____________________________

Clinic/Office name and location: ____________________________ Phone: ____________________________

Date: ____________________________
Communicable Disease Procedure

Illinois Central College places a high priority on the need to prevent the spread of dangerous chronic communicable diseases on its campus. This procedure is designed to promote the health and regular attendance of students. The College is committed to protecting the civil rights of individuals while preserving the health and safety of all students, therefore, strict confidentiality must be maintained.

Students with identified chronic communicable diseases may not be excluded from the College as long as, through reasonable accommodation, the risk of transmission of the disease and/or the risk of further injury to the student is sufficiently remote in such setting so as to be outweighed by the detrimental effects resulting from the student's exclusion from the College. Whenever possible, the College will attempt to assist students in continuing their pursuit of educational goals. Placement decisions will be made by using these objectives in conjunction with current, available public health guidelines concerning the particular disease in question. Individual cases will not be prejudged; rather, decisions will be based upon the facts of the particular case. The determination of whether a student with a chronic communicable disease may attend college shall be made in accordance with procedures implemented by the College.

Procedure in the event of potential risk to others:
1. The College shall respect the right to privacy of any student who has a chronic communicable disease. The student's medical condition shall be disclosed only to the extent necessary to minimize the health risks to the student and to others. The number of personnel aware of the student's condition will be kept at the minimum needed to assure proper care of the student and to detect situations in which the potential for transmission of the disease may increase. Persons deemed to have "a direct need to know" would be provided with appropriate information; however, these persons shall not further disclose such information.

2. The program director/coordinator shall investigate, as the situation warrants, the health status of any student known to have a chronic communicable disease. In addition, the health status of any student in a Health Careers program identified to the program director/coordinator by public health officials as being strongly suspected of having a chronic communicable disease will be investigated under proper guidelines identified by the public health officials. The program director/coordinator shall investigate and then refer the case to the Dean of Health Careers. As the situation warrants, a task force shall be formed and may include the following individuals: the Dean of Health Careers, Vice President of Human Resources, Program Director/Coordinator, Manager-Risk, Safety & Benefits, Vice President of Student Services, and the Coordinator of Public Relations and Public Information officer.

3. After reviewing the case and guidelines set forth by public health officials, the task force shall determine the appropriate action to be taken for the particular case based upon the following criteria:
   a. The nature of risk
   b. The duration of the risk
   c. The potential harm to other parties
   d. Possibility of transmission of the disease

4. The recommendation will include a summary of the findings relative to each of the above criteria, a description of the recommended attendance accommodations and specific description of the notifications suggested.

5. After a recommendation is made by the task force and an action set forth, the Vice President of Student Services will inform appropriate College officials of that recommendation and action.
   a. During the notification procedure, all efforts shall be made to keep confidential the name of the person/persons involved.
   b. Whenever a decision is made that might have an adverse effect on the educational placement of a student and the student disagrees with the decision, an appeal may be made to the President of the College for a review of that decision. The decision of the President shall be final.
Clinical Tuberculosis (TB) Exposure Procedure

Due to the fact it can take several weeks to confirm TB, the clinical site will collect the names of those potentially exposed. The bacteria that cause TB are very slow growing and can take weeks to identify in the laboratory. The sputum smear is a fast laboratory result, but it is not specific for tuberculosis; other closely related bacteria can be smear positive also. Not all smear positive patients are diagnosed with tuberculosis. There are many more instances of ruled out TB that are not confirmed than there are actual instances of culture positive TB; people that are exposed are not necessarily infected.

Procedure in the event of exposure:

1. Report TB exposure at clinical site/fieldwork to Program Director/Coordinator. The Program Director/Coordinator will then notify the student(s) and ICC Risk Management (309-694-8911 or 309-694-5475).

2. Complete ICC Health Careers Student TB Exposure Report Form (see attached).

3. Obtain TB skin test at ICC IWIRC as soon as possible after the exposure is reported. Each exposed student (except those with documented positive reactors) will receive a baseline TB skin test. A baseline test is not required for anyone with a documented negative TB skin test within the preceding 3 months prior to the exposure.
   
a. If the TB skin test is negative, the test will be repeated 12 weeks after the exposure.

b. If the TB skin test is positive, reactions of 10 mm or greater or students who are experiencing symptoms suggestive of TB will be referred for a chest X-ray.

NOTE: THOSE WITH POSITIVE TEST RESULTS PRIOR TO EXPOSURE DO NOT REQUIRE SKIN TESTING OR X-RAYS UNLESS EXPERIENCING SYMPTOMS SUGGESTIVE OF TB.

These students do need to complete the ICC Health Careers TB Exposure Assessment Questionnaire.

Return forms to:

Program Director/Coordinator

and

Illinois Central College
Risk Management, Room 338C
1 College Drive
East Peoria, IL 61635
Phone: (309) 694-5475
Fax: (309) 694-8563
ILLINOIS CENTRAL COLLEGE HEALTH CAREERS

Student TB Exposure Form

Student Name ____________________________  Student ID ______________
Student Phone # __________________________  Program ________________
Date of Exposure ________________________  Time ________________

Describe the circumstances surrounding the exposure:

Is this a confirmed case of TB? ______  YES, per the following:
  ☐ Health Department  ☐ Hospital  ☐ MD

Date of the last TB Montoux Test ________________

Results of last TB Mantoux Test:  ☐ Negative  ☐ Positive

If positive, date and results of most recent chest x-ray: __________________________

If the student has had a negative TB test within past three months, no immediate
TB testing is needed. Follow-up TB test is required in 12 weeks.
Date TB Test Due __________________________ (Continue to Section B)

Section A
If over 3 months since last TB test, TB test should be done ASAP
  Date Administered __________________________
  Date Read __________________________  By: __________________________
  Results:  ☐ Negative  ☐ Positive

If positive, refer to health department or personal physician for chest x-ray.

Section B
Follow-up 12 week testing
  Date Administered __________________________
  Date Read __________________________  By: __________________________
  Results:  ☐ Negative  ☐ Positive

If positive, refer to health department or personal physician for chest x-ray.
ILLINOIS CENTRAL COLLEGE HEALTH CAREERS

TB Exposure Assessment Student Questionnaire

Name: ____________________________  Student ID#: ____________________________

Program: __________________________  Birthdate: ____________________________

I. Have you recently experienced any of the following symptoms?

   Yes  No
   □  □  Anorexia – loss of appetite?
   □  □  Weight loss – other than dieting?
   □  □  Night Sweats?
   □  □  Low Grade Fever?
   □  □  Cough – productive?
   □  □  Spitting blood or bloody sputum?

If “yes” to any of the above, please explain.

II. For any of the symptoms above, have you consulted a physician?  Yes □  No □

III. Are you currently taking any TB medications?  Yes □  No □

   Have you taken any TB medications in the past?  Yes □  No □

   If yes, when?  ____________________________

   For how long?  ____________________________

IV. When did you have your last TB Skin Test (PPD)?

   Where?  ____________________________

   Was the test:  Negative □  Positive □

V. When did you have your last chest x-ray?  ____________________________ (Date)
Clinical Blood and Body Fluid Exposure

The following procedure must be followed after an accidental exposure to blood or body fluids in a clinical setting. This procedure is to be followed by all Illinois Central College Health Careers students in any clinical location. **NOTE: Dental Hygiene students are to follow Dental Clinic procedure as noted in Dental Hygiene student handbook.**

1. In the event of a needle stick, force the wound to bleed if possible by squeezing. Then wash the exposed area thoroughly with soap and water. In the event of mucous membrane exposure (eye, nose, mouth, etc.), flush mucous membranes with water as soon as possible.

2. **IMMEDIATELY notify ICC clinical supervisor.** Notify ICC Risk Management, (309) 694 5475 and Program Director/Coordinator. If the exposure occurs at a facility where no ICC clinical supervisor is present, notify the facility personnel and follow their instruction. **It is the student's responsibility to adhere to the ICC procedure.**

3. Complete the facility's incident report and the ICC Student Exposure Report Form provided. The ICC clinical supervisor should complete the applicable portion of the form and send the completed form to ICC Risk Management at the address/fax listed on the back of the form. If no clinical supervisor is present, it is the student's responsibility to obtain a copy of the facility's incident report that was completed and send a copy of it to ICC Risk Management at the address/fax listed in item 10.

4. A blood sample is typically drawn from the student and the patient who is the source of the exposure. The blood from the student and the source is tested for HIV, Hepatitis B, and Hepatitis C.

5. If **off-campus** and blood can be drawn at the clinical facility request blood draws there. In this instance, a copy of all the results should be sent to the student's personal physician **AND** an additional copy of all the results need to be sent to ICC Risk Management at the address/fax listed in item 10.

6. If **on-campus** or at a facility where a blood sample cannot be drawn, **YOU MUST NOTIFY THE PROGRAM DIRECTOR/COORDINATOR IMMEDIATELY** to arrange for the student and the source to have blood drawn.

**During morning or afternoon** clinical students may go to any of the Peoria or East Peoria Unity Point/Proctor First Cares, or call Risk Management at (309) 694-5475 for assistance.

**During evening hours** please send student and source to:

Unity Point/Proctor First Care  
3915 W. Barring Trace  
Peoria, IL 61615  
(Across Route 150 from Sam’s Club)  
Hours: 8am-10pm  
Phone: 309-689-3030

The facility should forward ALL lab results to the student's personal physician and to ICC Risk Management at the address/fax listed in item 10.

- over -
7. Payment:
   a) **ICC will cover the entire cost of the source's blood work.**
   b) **The student is financially responsible for any medical care, treatment or examination that was provided to the student at that facility.** (Signature of an Acknowledgement of Health Insurance / Financial Responsibility form is required.)

8. The program director/coordinator will contact the student approximately a week after exposure to make sure the student has received blood work and the sources blood work and also to give post-exposure counseling from the facility in which the exposure occurred. The student should then follow-up with their personal physician for the appropriate follow-up treatment. **Follow-up treatment and laboratory testing with the student's personal physician is HIGHLY recommended in all occurrences.**

9. **The student is ENTIRELY responsible for obtaining all follow-up treatment and for all medical bills associated with the follow-up treatment.**

10. **Mailing Address/Fax Information:**

    Illinois Central College  
    Risk Management 338C  
    1 College Drive  
    East Peoria, IL 61635  
    Phone: (309) 694-5475  
    Fax: (309) 694-8563
## ILLINOIS CENTRAL COLLEGE HEALTH CAREERS

### Student Exposure Report Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program:</td>
<td>Phone Number:</td>
</tr>
<tr>
<td>DOB:</td>
<td>Gender:</td>
</tr>
</tbody>
</table>

**Date/Location of Exposure**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date Exposure Reported:**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student’s Personal Physician:**

- Name: ____________________________________________
- Contact Information: ________________________________

**Description of exposure incident, including details of where, when, how, as well as the route of entry and areas of body affected:**

- Date: ____________________________
- Time: ____________________________

**What type of personal protection was being used?**

- Type: ____________________________

**Name the person to whom you were exposed (if known):**

- Name: ____________________________
- Contact Information: ________________________________

**List Names of Witnesses to the incident (and contact information):**

- Name: ____________________________
- Contact Information: ________________________________

**Describe factors contributing to the incident:**

- Factors: ____________________________

**Dates of Hepatitis B Vaccinations:**

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Locations of Hepatitis B Vaccinations:**

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Student Signature:** ____________________________

### Supervisor’s Section:

Reviewed 05/2018

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<table>
<thead>
<tr>
<th>Supervisor’s description of the exposure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What action was taken?</td>
</tr>
<tr>
<td>Did unsafe conditions or actions contribute to the incident? If yes, please explain in detail.</td>
</tr>
<tr>
<td>What follow up or specific corrective action has or will be taken to prevent a recurrence?</td>
</tr>
</tbody>
</table>

**ICC Supervisor’s Signature:**

**Date:**

**PLEASE SEND THIS COMPLETED REPORT TO:**

Illinois Central College  
Risk Management Room 338C  
1 College Drive  
East Peoria, IL 61635  
Phone: (309) 694-5475  
Fax: (309) 694-8563
ILLINOIS CENTRAL COLLEGE HEALTH CAREERS

Accident/Incident/Injury Reporting Procedure

A student who is injured during a clinical/fieldwork experience should:

1. Notify clinical/fieldwork instructor and program director/coordinator.

2. The instructor/supervisor completes the clinical facility incident report.

3. The instructor/supervisor completes the ICC Health Careers Student Accident/Injury Report.

4. The instructor notifies ICC Risk Management (309) 694-5475.

5. If medical attention is needed the student may choose to receive care at the clinical facility or from the student’s personal physician, with the student responsible for any and all medical expenses resulting from the injury.

6. If the student is injured while in on-campus laboratory activity, the student is to notify the instructor immediately. The instructor will complete the ICC Health Careers Student Accident/Injury Report. The student is responsible for any and all medical expenses resulting from the injury.
# Illinois Central College
**Accident/Incident/Injury Report**

**PRINT LEGIBLY & COMPLETE ALL SECTIONS OF THE FORM**

<table>
<thead>
<tr>
<th>Person’s Information</th>
<th>DOB:</th>
<th>Sex:</th>
<th>Phone #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Individual Involved:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID #:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classification:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Student</td>
<td>□ Employee</td>
<td>□ Visitor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accident/ Incident/ Injury Information</th>
<th>DOB:</th>
<th>Phone #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Occurrence:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time of Occurrence:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ a.m. □ p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility Location (Building and Room #):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body Part Injured: (Be specific Left or Right/Upper or Lower)</th>
<th>DOB:</th>
<th>Phone #:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Description of Accident, Incident, or Injury in Detail:</th>
<th>DOB:</th>
<th>Phone #:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Witness Name: _______________________________</th>
<th>Witness Ph. #: ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Additional space is provided on back of the form.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Treatment:</th>
<th>DOB:</th>
<th>Phone #:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other Action Taken (person transported to hospital, Sent to IWIRC etc.):</th>
<th>DOB:</th>
<th>Phone #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transported by:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus Police called: □ Yes □ No</th>
<th>DOB:</th>
<th>Phone #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officer’s Name:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Injured Person Refused Attention: □ Yes □ No</th>
<th>DOB:</th>
<th>Phone #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Injured Person’s Signature:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Information</th>
<th>DOB:</th>
<th>Phone #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Completing this Report:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone #:</td>
<td>Date Report Completed:</td>
<td></td>
</tr>
</tbody>
</table>

Reviewed 05/2018  
HC-27
**TURN OVER FOR ADDITIONAL SPACE**

Additional Space (if needed) to describe Accident, Incident, or Injury:

<table>
<thead>
<tr>
<th>Follow-up Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Member Conducting Follow-up:</td>
</tr>
<tr>
<td>Follow-up Comments:</td>
</tr>
</tbody>
</table>

** RETURN ALL COMPLETED REPORTS TO BOTH:**

RISK MANGEMENT & BENEFITS  
East Peoria Campus, Rm 338C  
Fax# (309) 694-8563

CAMPUS POLICE  
East Peoria Campus, Rm 103A  
Fax # (309) 694-5242

ILLINOIS CENTRAL COLLEGE HEALTH CAREERS
Professional Conduct Policy in Classrooms/Laboratory/Clinical/Fieldwork Sites

This policy for professional conduct is to assure a standardized professional image of all Health Careers Program students and to promote a recognizable image across all Program settings. Any violation will be handled immediately so as to not affect ICC’s use of the clinical site for future students.

In accordance with these expectations, when participating in classroom experiences, laboratory exercises, and/or assigned to clinical sites, students enrolled in Programs must adhere to the following Professional Conduct Policy. This policy is in addition to the Student Code of Conduct outlined in the College catalog. Program-specific attendance policies and program-specific clinical/fieldwork expectations/attire/conduct will take precedence over the general Health Careers conduct guidelines presented here.

Appropriate professional conduct is a significant component of the Health Careers Programs (the “Program”) of Illinois Central College. Students of the Programs are expected and required to be reliable and competent, exercise sound judgment, act with a high degree of personal integrity, represent themselves and Illinois Central College (the “College”) in a respectful manner, and observe all rules and regulations of the clinical sites to which they are assigned. Students also have a responsibility to protect the welfare and safety of the patients/clients for whom services are being provided. Students placed at clinical sites and in clinical must realize the privilege of this experience, its responsibilities, and the reflection on Illinois Central College and its numerous health career programs.

The Professional Conduct Policy includes, but is not limited to:

1. Being prepared for the learning environment and actively participating in appropriate ways that will ensure learning of key components.
   a. Be on time.
   b. Refrain from excessive absenteeism.
   c. Remain in assigned area of clinical experience, leaving only with permission.
2. Providing competent and reliable services to patients/clients using sound judgment and discretion. Students are expected not leave patients unattended and/or release patients without prior approval from a qualified staff member (if applicable).
3. Demonstrating respect and courtesy to patients/clients and their families
4. Demonstrating respect and courtesy to peers/classmates, instructors, college staff, supervisors, and all other members of the health care provider team in classroom, labs, and clinical sites.
5. Cooperating with all faculty, staff and peers without insubordination.
6. Providing safe care and/or services on a non-discriminatory basis.
7. Wearing uniform, name badge, student ICC patch at all times at clinical/fieldwork sites for student to be identified as an ICC Health Careers student. The student is allowed to identify himself or herself as a student ONLY during assigned clinical hours.
8. Wearing of uniform, student ID name badge and student patch is prohibited on non-assigned, nonclinical days, during outside employment, or in other facets of personal life. The ICC student ID should only be worn during ICC academic related activities.
9. Demonstrating and maintaining professional behavior by not exchanging personal contact information with patients/clients, not communicating with patients/clients outside of the clinical experience, and/or not accepting gifts from clients/patients.

10. Performing procedures and/or services only authorized by ICC faculty and/or ICC delegated supervisor in accordance with accepted professional standards.

11. Observing the rules of classroom/laboratory and clinical facility regulations including but not limited to:
   a. Proper use of equipment and other property.
   b. Not removing equipment or other property from facilities.
   c. Not distributing, possessing and/or being under the influence of illegal drugs or controlled substances.
   d. Not distributing, possessing and/or being under the influence of alcohol.
   e. Complying with all current health requirements, drug testing, and criminal background check requirements.
   f. Not possessing or using any type of weapon.
   g. Complying with cell phone or other electronic device (iPod, iPad, etc.) usage consistent with the policies of classroom syllabi, laboratory rules, and clinical site regulations.
   h. Refraining from smoking and the use of tobacco products, including e-cigarettes, at all clinical/fieldwork sites. Student will adhere to the College smoking policy on College premises.

12. Maintaining the confidentiality of patient/client information in accordance with recognized professional and institutional rules; without unauthorized release and/or misuse of patient/client information or institutional data.

13. Maintaining proper dress, appearance, hygiene, and decorum in accordance with the standards set by the clinical site, Program and professional standards including but not limited to:
   a. Hair clean. In direct patient care, hair shoulder length or longer must be pulled back for safety and to prevent the spread of infection.
   b. Mustaches and beards must be clean, well-trimmed, and neat.
   c. Fingernails trimmed and clean. No polish, artificial nails including wraps, decorative printing, shellac, extensions, decals, or jewels. Nail length is limited to ¼ inch above the fingertip.
   d. Makeup that is conservative and appropriately complements professional appearance.
   e. Offensive body odor and poor personal hygiene are not acceptable. Smoke odors are not allowed.
   f. Perfume, cologne, aftershave colognes, scented lotions, and smoking by-products should be avoided altogether as some individuals may be sensitive.
   g. Jewelry that undermines the professional image or creates a safety hazard is prohibited. Wearing an excessive amount of jewelry is prohibited. Jewelry must be removed from facial and tongue piercing or replaced with a very small clear stud. Earrings should be small studs, with no more than two piercings per ear worn.
   h. Wristwatches with a second hand are appropriate.
i. Clothing will be clean, neatly pressed, properly fitted, and in good repair. Extreme styles and appearance, including low cut tops, tops that expose the abdomen, and short skirts/shorts that when seated expose the upper thigh are not acceptable for classroom, laboratory, or clinical settings. Clothing which is too tight or too loose fitting negatively impacts the professionalism of the students and should be avoided. Undergarments will be worn at all times but will not be exposed during normal movement. Pant hem lines must not touch the ground.

j. Student uniforms will consist of the Program’s designated scrub color when scrubs are required as Program uniforms.

k. Stockings or socks will be worn with Program uniforms.

l. Leather or impervious shoes that are white will be permitted. Open-toe shoes are not permitted. Casual sandals (flip flops, sport sandals, etc.) and slippers are not permitted.

m. Tattoos will be concealed and covered to maintain a professional appearance. If a tattoo is unable to be covered by clothing, it is covered by a bandage.

Disciplinary action for a violation of proper dress will include an initial verbal warning. On second offense, the student will be sent home and may return only when appropriately attired. That day will count as an absence.

The penalty for violating the Professional Conduct Policy will be discipline up to and including suspension or dismissal from the Program. Due to the sequential design of the curriculum in most Health Careers Programs, any period of suspension or dismissal may result in a delay in program completion.

If the disciplinary action is suspension or dismissal from the Program, documentation will be completed by the Program Director/Coordinator and submitted to the Dean/Associate Dean of Health Careers and Dean of Student Services. The student may provide a written appeal of the disciplinary action to the Health Careers Dean/Associate Dean within 10 business days of the discipline imposed. The student will not be permitted to participate in the Program during the appeal process.

All Health Careers Programs require completion of current health requirements, drug testing, and fingerprint background check, as a condition of program participation. Drug testing will precede clinical experience in all cases and will be required prior to admission to some Programs. Positive results on a drug screen or misrepresentation regarding drug use will lead to immediate dismissal from, or non-admittance to the Program.

Positive fingerprint background checks revealing nonwaiverable offense will lead to immediate dismissal or nonadmittance to the Program. Offenses requiring a waiver may be permitted if waiver is issued prior to admission to the Program.

**ACKNOWLEDGEMENT**

I acknowledge receipt of the Health Careers **Professional Conduct Policy**. I have read and understand the statement and agree to abide by the standards and rules set forth therein. I understand that failure to abide by the **Professional Conduct Policy** may result in my suspension or dismissal from the Program. I understand that I will not receive a refund of tuition or fees or book, supplies, instruments, or equipment purchased should I be dismissed from the Program due to violating this policy.

Student Signature: ____________________________________________

Printed Student Name: _________________________________________

Date: _________________________________________________________
Social Networking Policy

Professional behavior is expected as outlined in the standards of each healthcare profession. Students should avoid all discussion of personalities, etc. involving college faculty, clinical instructors, other students, doctors, hospital personnel, and patients. Students must refrain from discussion of problems, issues, or negative experiences encountered either on campus, in the clinical facility, or in hospital departments on any social network.

The following are guidelines that should be followed when creating blogs, commenting on a blog, creating a LinkedIn profile, using Facebook, Twitter or MySpace, and/or engaging in any other social networking, including contributing to or through any of the other online media.

PERSONAL EXPRESSION
Personal blogs and social networking contain the views of a particular student, not the views of the college and/or clinical education setting (hospital). However, readers may not immediately appreciate this concept and a student may be held liable as representing the views of the college (program) and/or clinical education setting. Therefore, students must refrain from discussing and sharing photos related to their clinical experiences while using social networking sites.

PROTECT CONFIDENTIAL/TRADE SECRET INFORMATION
When posting blogs and/or contributing to, or through, any social networking site, students must refrain from disclosing confidential, proprietary, sensitive and/or trade secret information of the clinical educational setting and third parties.

BE RESPECTFUL AND EXERCISE COMMON SENSE
All blogs and social networking contributions must comply with this Health Careers policy. When posting a blog and/or contributing to, or through, any social networking site, be respectful of others. Assume faculty, other students, co-workers, hospital personnel, patients, and potential future employers are reading your blogs and contributions.

The Health Careers Program will determine, in its sole discretion, whether a particular blog or social networking use violates the policy. As with all other policies, violation of this policy may result in discipline, including dismissal from the Program.

ACKNOWLEDGEMENT OF UNDERSTANDING
I have read and agree to comply with the terms of this policy which outlines my responsibility to Illinois Central College Health Careers and respectful social networking. I understand that violation of this policy may result in disciplinary action, including dismissal from the Program.

Student Signature: ___________________________________________

Printed Student Name: _________________________________________

Date: _______________________________________________________

Reviewed 05/2018  HC-32
Understanding of Program Policies

I, undersigned, have read and understand the policies as stated in the Health Careers Handbook. As a Health Careers student, I accept the responsibility to abide by all policies as outlined in this handbook.

I understand that if I have not complied with health requirements, I will not be allowed to attend clinicals until the requirements are met.

STATEMENT OF CONFIDENTIALITY

I, undersigned, have read and understand Confidentiality and accept my responsibility to maintain confidentiality, including avoiding any disclosure within social media, as a Health Careers student in the health care setting.

CORE PERFORMANCE STANDARDS & CRITERIA OF ADMISSION AND PROGRESS

I, undersigned, have read the Core Performance Standards & Criteria of Admission and Progression and hereby represent that I can effectively and safely perform the competencies listed.

ACADEMIC WORK

I, undersigned, understand during my enrollment as a Health Careers student, give my permission to the program faculty and coordinator/director to use my academic work from courses within the program for education purposes, curriculum design and improvement, and program accreditation. I understand that my name will be removed from the academic work prior to its use.

Student Signature

Printed Student Name:

Date:
ILLINOIS CENTRAL COLLEGE HEALTH CAREERS

Signature Pages to be Signed and Submitted
I, __________________________, agree to undergo a drug screen and breath alcohol test upon request and, if needed, a comprehensive substance use/abuse evaluation by a mental health professional selected from the approved list of accredited agencies provided by the Program Director/Coordinator. I understand that the payment for the drug screening and breath alcohol test, evaluation, treatment and follow up care will be my responsibility. If treatment is recommended, I must complete the individualized plan determined by the evaluator and follow all procedural steps of the Illinois Central College Chemical Impairment Policy. Written evidence of my treatment program, ability to return to the health program (evidence of exhibiting positive student behaviors), and my follow up care plan will be submitted to the Program Director/Coordinator. I further understand that random drug screens and breath alcohol testing may be a part of my treatment and follow up program.

Date: __________________________

Student signature:

Agree: __________________________

or

Disagree: __________________________

Program Director/Coordinator/
Faculty signature: __________________________

Witness signature: __________________________
ILLINOIS CENTRAL COLLEGE HEALTH CAREERS

Understanding of Program Policies

I, undersigned, have read and understand the policies as stated in the Health Careers Handbook. As a Health Careers student, I accept the responsibility to abide by all policies as outlined in this handbook.

I understand that if I have not complied with health requirements, I will not be allowed to attend clinicals until the requirements are met.

STATEMENT OF CONFIDENTIALITY

I, undersigned, have read and understand Confidentiality and accept my responsibility to maintain confidentiality, including avoiding any disclosure within social media, as a Health Careers student in the health care setting.

CORE PERFORMANCE STANDARDS & CRITERIA OF ADMISSION AND PROGRESS

I, undersigned, have read the Core Performance Standards & Criteria of Admission and Progression and hereby represent that I can effectively and safely perform the competencies listed.

ACADEMIC WORK

I, undersigned, understand during my enrollment as a Health Careers student, give my permission to the program faculty and coordinator/director to use my academic work from courses within the program for education purposes, curriculum design and improvement, and program accreditation. I understand that my name will be removed from the academic work prior to its use.

Student Signature

Printed Student Name:

Date:
I, _____________________________ (print name), have read and understood the policies as stated in the *Occupational Therapy Assistant Student Handbook*. The OTA program faculty have reviewed the information and policies in the *Occupational Therapy Assistant Handbook*. As an OTA student, I accept the responsibility to abide by all policies as outlined in the handbook and the *College Catalog*.

__________________________________________  _________________
Student Signature                              Date
There is Something I Don't Know

There is something I don't know
    that I am supposed to know.
I don't know *what* it is I don't know,
    and yet I am supposed to know,
and I feel I look stupid
    if I seem both not to know it
    and not know *what* it is I don't know.
Therefore, I pretend I know it.
    This is nerve-racking
    since I don't know what I must pretend to know.
Therefore, I pretend I know everything.

I feel you know what I am supposed to know
but you can't tell me what it is
because you don't know that I don't know what it is.

You may know what I don't know, but not
    that I don't know it,
and I can't tell you. So you will have to tell me
everything.

R. D. Laing - *Knots*