



Occupational Therapy Assistant
Student Manual

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Prospective & Current OTA Students

We are delighted that you are choosing a career as an occupational therapy assistant. We hope you enjoy this chapter in your educational experience as you learn more about one of the most exciting areas of the human services profession.

The OTA Student Handbook has been created to provide a resource to help you throughout your time in the program. Please contact the program director or academic fieldwork coordinator for clarification or additional information as needed.

Welcome to the Occupational Therapy Assistant Program!

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Horry Georgetown Technical College

College Mission Statement:

Horry-Georgetown Technical College is dedicated to enriching the lives of students and empowering communities through accessible and affordable education. We are committed to fostering economic development and innovation by providing a premier, comprehensive two-year collegiate and workforce education experience that will leave a lasting positive impact on our students and the regions we serve.

College Vision

Horry-Georgetown Technical College will be recognized as a leader in workforce development, intellectual growth, and life improvement.

Core Values

To fulfill its mission, Horry-Georgetown Technical College is committed to the following values:

Accountability	We create an environment that promotes responsible stewardship of the resources entrusted upon us.
Collaboration	We develop and nurture partnerships among student, faculty, staff, and community to promote open and effective communication, decision-making, and implementation of ideas and processes.
Excellence	We set high and challenging standards for teaching and professional leadership, advocate continuous improvement of programs and services, and encourage a results-oriented organization.
Honor	We promote and foster openness, respect, sharing, and fairness in personal and professional interactions, and exemplify the highest standards in ethics and institutional governance.
Inclusion	We recognize individual differences and choices and support a college environment in which all members can grow in their personal and professional lives.
Service	We embrace a customer focus to ensure that all College stakeholders needs and expectations are consistently met.

Accessibility & Disability Services

The Office for Counseling and Disability Services provides students with disabilities an equal opportunity to participate in and benefit from programs and services offered at HGTC. We are dedicated to providing appropriate services and reasonable accommodations to students with documented disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and other applicable regulations.

Please visit the [Accessibility & Disability Services](#) page of the HGTC website for more information.

Counseling & Mental Health Services

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern.

Please visit the [Counseling & Mental Health Services](#) page of the HGTC website for more information.

Statement of Equal Opportunity/Non-Discrimination

Horry-Georgetown Technical College shall not discriminate in employment or personnel decisions or in student admissions or in student decisions, or in all other segments of the College community on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas,

sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, in the educational programs and activities which it operates, and the college is prohibited from discrimination in such manner by applicable laws. Practices and requirements for nondiscrimination extend to the enrollment of students in programs and activities of the College and employment by the College.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Tamatha Sells, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5218, tamatha.sells@hgtc.edu or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: OCR@ed.gov).

Other employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Snyder, Vice President, Human Resources and Employee Relations & the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, jacquelyne.snyder@hgtc.edu.

Other student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, Section 504 & Title II Coordinator Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu.

Occupational Therapy Assistant Program

Program Mission Statement

The mission of the OTA program is to provide high-quality, comprehensive OTA education to students of varied cultures & backgrounds; facilitate professional growth and engagement in lifelong learning; prepare graduates for entry-level work as an occupational therapy assistant; foster ethical standards, values, and attitudes of the occupational therapy profession; require self-conduct in a manner that is respectful of personal, cultural, and ethnic diversities.

Program Philosophy

Central to the program are concepts that are embraced by the program faculty and promoted by the occupational therapy profession. The program is influenced by the American Occupational Therapy Association's published philosophy that defines occupational therapy as a profession based on occupations and the belief that engagement in meaningful occupations is crucial for development, health, and well-being across the lifespan (Christiansen, Backman, Little, & Nguyen, 1999). This philosophy supports the college and program missions through education that leads to the development of knowledge, skills, attitudes, and behaviors required for professional entry-level practice as an occupational therapy assistant.

Program Goals

1. Provide high-quality, comprehensive OTA education to students of varied cultures & backgrounds.
2. Facilitate professional growth and engagement in life-long learning.
3. OTA program faculty will demonstrate effective teaching skills.
4. Faculty, students, and graduates will demonstrate ethical standards, values, and attitudes of the occupational therapy profession.
5. Faculty, students, and graduates will conduct themselves in a manner that is respectful of personal, cultural, and ethnic diversities.

Program Learning Outcomes

After successful completion of the Horry-Georgetown Technical College Occupational Therapy Assistant Program, the graduate will be able to achieve the program's learning outcomes.

Graduates of the OTA program will be able to:

1. Analyze aspects of performance in a variety of contexts and environments to develop client-centered care and engagement in occupations throughout the lifespan that affect health, well-being, and quality of life.
2. Employ professional reasoning, logic, critical analysis, problem-solving, and creativity to assist with the development of client-centered intervention plans and strategies.
3. Engage in effective communication with clients, families, supervisors, and members of their work environment using cultural competence.
4. Relate professional responsibilities and the importance of involvement at the state or national level as they correlate to occupational therapy practice and lifelong learning.
5. Demonstrate professional behaviors and attitudes that are congruent with AOTA Code of Ethics values, Standards of Practice, and legal responsibilities appropriate for entry-level occupational therapy assistant practice.

Program Curriculum Design

The curriculum supports the program's professional philosophy by promoting the "use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy (AOTA, 2017). To achieve integration of this material, the program utilizes the Person-Environment-Occupation- Performance (PEOP) Model. The PEOP is a systems model, recognizing

that the interaction of person, environment, occupation, and performance is dynamic and reciprocal and the client (whether person, family, organization or community) must be central to planning care (Christianson et al., 2005).

Essential Skills Requirements for Occupational Therapy Practice

Below are essential skills that a student should possess in order to progress satisfactorily through the program curriculum. A prospective student with a disability who is concerned that the disability may impact his or her ability to perform one or more of these skills, provide patient care, or participate in other job activities, is encouraged to contact the [Office for Accessibility and Disabilities](#).

Refer to Student Policy 1 of this manual.

ACOTE Accreditation & Status

The associate-degree-level occupational therapy assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. 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 individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

OTA Licensure Requirements

Occupational therapy is a regulated health care profession in all 50 states, Washington, DC, Puerto Rico, and Guam. These jurisdictions have laws requiring occupational therapists and occupational therapy assistants hold a license before being allowed to provide occupational therapy services. States have similar, but not identical requirements and procedures for obtaining a license. For specific state licensure requirements, always consult the state occupational therapy regulatory agency in which you intend to practice.

Notification of Disclosure Regarding Felony Convictions, Substance Abuse & Malpractice:

Applicants should be aware that the application to sit for the NBCOT certification exam includes character review questions regarding felony convictions. Please refer to the [NBCOT Certification Exam Handbook](#) for additional information. South Carolina has no laws restricting how criminal records may be considered in the employment context, including any limits on application-stage inquiries. A conviction is not a bar to licensure unless it directly relates to the occupation, and a pardon removes any such bars. Expunged records are available to law enforcement but otherwise only by court order. Refer to the [South Carolina Code of Laws, Section 40-36-110 \(7\)](#).

Applicants should be aware that most states have regulations regarding an applicant's eligibility to practice as an OTA. As part of the application process, states may request information regarding a history of chemical and/or drug abuse, felony convictions, and malpractice. Finally, applicants should know that passing a background check is a prerequisite to being accepted as a student intern by a growing number of hospitals, schools, and institutions for fieldwork experiences. A felony conviction may seriously limit the availability of fieldwork opportunities while a student and may result in an inability to complete all requirements necessary for graduation.

Career Opportunities for OTA's

For more information about careers:

- visit [O*Net Online](#) for an overview of South Carolina and National earnings statistics
- visit HGTC's [Career Resource Center](#) for more employment resources.

- American Occupational Therapy Association (AOTA): <https://aota.otjoblink.org/>
- South Carolina Occupational Therapy Association (SCOTA): <https://www.scota.net/Job-Postings>

OTA Program Admission

Horry Georgetown Technical College does not discriminate in employment, personnel decisions, student admissions, or student decisions, or all other segments of the College community based on race, sex, age, national or ethnic origin, religion, disability, ancestry, political affiliation, marital status or unfavorable discharge from military service, in the educational program and activities which it operates, and the College is prohibited from discrimination in such manner by applicable laws. The Office of Student Affairs ensures that admissions procedures are applied equitably to program applicants by informing applicants of the requirements and process for admissions into the OTA program. Objective criteria are used throughout the admissions process. All students are required to meet minimum letter grade and GPA requirements to be considered for admission. The final determination for entry into the technical phase of the program is the total score of weighted criteria checklist to ensure that students are admitted to the program based on their qualifications.

The Occupational Therapy Assistant Program is included in the listing of all HGTC programs in all promotional materials that are distributed, both paper and electronically. Additionally, the program is included in presentations to high school students during activities such as Senior Career Day, Educational Opportunity Day, and other recruitment activities sponsored by the College. Advisors for allied health programs make this information available to students expressing an interest in related healthcare fields.

Visit the [OTA Program website](#) to view the admissions application and weighted admissions scale.

Acceptance, Matriculation, Graduation, Board Exam Pass Rates, & Employment Rates

This information will be updated as data is collected.

Cohort Info	# Accepted	# Graduates	Graduate %	Graduate % 150% max (27 months)	Employment % (1 st Year)	Employment % (2 nd Year)	NBCOT 1 st Time Pass Rate	NBCOT Ultimate Class Pass Rate	NBCOT 3 Year Cohort Pass Rate
Class of 2022-2023	17	12	70.5%	70.5%			83.3%	92%	Available beginning 2025
Class of 2023-2024	15								
Class of 2024-2025	20								
Class of 2025-2026									

Time Commitments for Employment

Being a college student in a health care service education program requires many hours of study outside the time spent in classes and labs. The faculty discourages students from working more than 20 hours per week while enrolled in the program. Campus job opportunities are routinely posted by the Financial Aid office and around the campus.

Student Policy 1: Technical Standards, Essential Eligibility, and Essential Requirements of the Program

Original Date: 03/2022

Revision Dates: 7/2024

Last Review Date: 7/2024

Purpose:

To provide the student with information regarding the physical, sensory, communicative, cognitive/behavioral and social/behavioral abilities required to perform the anticipated duties of an occupational therapy assistant.

Policy:

All students admitted to the program must meet the following abilities and expectations. These expectations may be met with or without accommodations. The student's ability to perform these expectations is evaluated by a qualified medical professional and documented on the student's health record. If a student requires an accommodation noted by a qualified medical professional, the student must contact the Accessibility and Disability office for assistance.

PHYSICAL STANDARDS		Expected Level of Performance Freq*
LIFT:	medium work strength to carry/maneuver heavy equipment	occasionally
LIFT:	fully/partially support weight of client during transfers to and from various surfaces (bed, chair, wheelchair, ma, toilet, tub, car, etc.) and when engaging client in functional ambulation	frequently
BEND/ STOOP:	to adjust body parts, clothing and/or equipment when engaging clients in functional daily activities in all areas of occupation (ADL, IADL, Work, education, Play/Leisure, and Social Participation); for developmental activities	frequently
KNEEL:	to assist clients who may fall or faint; to perform C.P.R.; to assist clients with mat activities, developmental activities and functional daily life activities in all areas of occupation (ADL, IADL, Work, education, Play/Leisure, and Social Participation)	frequently
CROUCH:	to manage wheelchair parts and hospital beds, equipment adjustment, storing materials; to assist with lower body ADL training; to assist client in seated activities from bed, chair, wheelchair and/or mat	occasionally
CRAWL:	for developmental interventions, engage in mat activities	occasionally
REACH:	for retrieval of items in closets, cabinets, etc.; to adjust equipment; to guard clients	frequently
HANDLE:	sustained grasp and manipulate body parts during intervention; grasp and manipulate tools/equipment and modalities used in OT service delivery, including but not limited to pens/pencils, craft supplies, educational supplies, personal care items; positioning devices, functional mobility equipment, physical agent modalities, PB cuffs, protective gloves, gowns and masks; computers and assistive technology; adaptive equipment; suspension equipment, etc.	constantly
DEXTERITY:	use fine motor skills when performing standardized tests (dynamometer, goniometer, etc.); constructing orthotic devices/splints; writing/documenting; adjusting knobs, dials, and BP cuffs; donning and doffing protective gloves, masks and gowns.	frequently
STAND:	stand extended periods of time and for majority of working shift	constantly
WALK:	within facility environment (internal) for assigned shift	constantly

WALK:	within facility environment (external grounds – even and uneven surfaces) for functional mobility training	occasionally
PUSH/ PULL:	wheelchairs, hospital beds, scooters, Hoyer lifts, and other equipment but not limited to IV poles, oxygen tanks, portable devices	frequently
BALANCE:	To assist clients with functional activities, including mobility (even & uneven surfaces)	frequently
ENDURANCE:	To manage full-time equivalent Level 2 fieldwork experiences and assigned work shifts	constantly
SENSORY STANDARDS		Expected Level of Performance Freq*
TACTILE:	Feel to palpate muscle contractions and circulatory pulses; palpate bony landmarks and identify joint articulation; exert the necessary pressure to form splints; to discern skin texture and temperature to discriminate hot and cold modalities	frequently
AUDITORY:	Hear verbal directions and requests from health care team and clients/families; hear heart sounds through a stethoscope; hear breath sounds; hear client distress sounds and calls for assistance up to 10 feet away; hear environmental safety alarms; hear for effective communication between clients/families/co-workers	constantly
VISUAL:	See in detail to observe and detect client’s movements, facial expressions and performance during individual and group interventions; see to observe and attend to the behaviors and needs of up to 10 individuals in a group session; see from a distance to observe client behaviors and performance; see in detail to detect changes in skin integrity, sweating, skin color, swelling, muscle atrophy and gestures of non-verbal communication; see to detect safety hazards in the environment (water on floor, cords, and other small items) that could pose danger to a client’s mobility/functional performance; see in detail to detect/assess BP (manometer dial) and ROM (goniometer)	constantly
VISUAL:	Read numbers, letters, printed, typed and cursive writing in fine print, read paper and computer files/records; read dials on modality equipment; read manuals and forms for administering and scoring standardized tests; read client records; read to collect information and screening data in English, read directions accompanying equipment, read to research subject matter	constantly
COMMUNICATION STANDARDS		Expected Level of Performance Freq*
SPEAK:	In English language in clear and concise manner; to communicate in person and by phone with clients, families, significant others, the health care team, and community (report factual data orally; interview clients/family; explain role of occupational therapy and purpose of interventions)	constantly
RESPOND:	To clients with communication disorders (aphasia, hearing loss), or those who use ELL	frequently
COMPREHEND:	Oral and written language, including health care terminology in order to communicate with clients, families, significant others, health care providers, and community	constantly
WRITE:	In English, clearly and legibly for recording client specific data and general service delivery information in handwritten charts and computerized systems of documentation; in proper English use various electronic communication systems (email, etc.) to communicate with educational and professional community	constantly

COGNITIVE/BEHAVIORAL and SOCIAL/BEHAVIORAL STANDARDS	Expected Level of Performance Freq*
Think critically for sound clinical judgement in the delivery of occupational therapy services (plan and implement appropriate client-centered interventions; problem solve to adjust in therapeutic interventions based on appropriate and inappropriate physiological and psychological responses by clients; determine need for consultation with occupational therapist and other health care providers/team members).	constantly
Function safely, effectively, and calmly under demanding and stress situations.	constantly
Remain alert to surroundings, potential emergencies; respond to client situations including falls, pain, changes in physical and/or mental status.	constantly
Prioritize multiple tasks and maintain composure while managing multiple tasks simultaneously.	constantly
Sustain concentration to attend to demanding and continuous tasks throughout work shift (direct client care and service management tasks).	constantly
Exhibit skills necessary to interact effectively with clients, families, supervisors, co-workers and community members of the same or different cultures with respect, compassion, politeness, tact, collaboration, teamwork, and discretion.	constantly
Maintain personal hygiene consistent with close personal contact associated with client care.	constantly
Display attitudes/actions consistent with the core values and ethical standards of the occupational therapy profession.	constantly
Display attitudes/actions to effectively engage in the supervisory process including acceptance of feedback, modifying behavior in response to feedback, and providing feedback.	constantly
Display attitudes/actions to approach workplace problems in a mature and responsible manner; seek and utilize effective strategies to resolve problems.	constantly
Abide by established policies and procedures of educational and healthcare institutions.	constantly

*Performance Level: O = occasionally 50-74%; F = frequently 75-89%; C = constantly 90-100%

Student Policy 2: Occupational Therapy Code of Ethics

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: 06/2024

Purpose:

To have the students acknowledge and demonstrate compliance with the scope of practice of an occupational therapy assistant in both legal and ethical dimensions by demonstrating professional behaviors and behaving honestly, tactfully, dependably, enthusiastically, cooperatively, and industriously.

Policy:

The student will agree to follow the Standards of Ethical Conduct for the Occupational Therapy Assistant Student while enrolled in the program. The student acknowledges this by signing the student handbook agreement.

Preamble

The AOTA Occupational Therapy Code of Ethics is designed to reflect the dynamic nature of the occupational therapy profession, the evolving healthcare environment, and emerging technologies that can present potential ethical concerns in practice, research, education, and policy. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients of service 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 persons, groups, families, organizations, communities, or populations (AOTA, 2020).

Section	Standards of Conduct
<p>1. Professional Integrity, Responsibility, and Accountability: Occupational therapy personnel maintain awareness and comply with AOTA policies and Official Documents, current laws and regulations that are relevant to the profession of occupational therapy, and employer policies and procedures.</p>	<p>1A. Comply with current federal and state laws, state scope of practice guidelines, and AOTA policies and Official Documents that apply to the profession of occupational therapy. (Principle: Justice; keywords: policy, procedures, rules, law, roles, scope of practice)</p> <p>1B. 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. (Principle: Fidelity; keywords: policy, procedures, rules, law, roles, scope of practice)</p> <p>1C. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents. (Principle: Justice; keywords: policy, procedures, rules, law, roles, scope of practice)</p> <p>1D. Ensure transparency when participating in a business arrangement as owner, stockholder, partner, or employee. (Principle: Justice; keywords: policy, procedures, rules, law, roles, scope of practice)</p> <p>1E. Respect the practices, competencies, roles, and responsibilities of one’s own and other professions to promote a collaborative environment reflective of interprofessional teams. (Principle: Fidelity; keywords: policy, procedures, rules, law, roles, scope of practice, collaboration, service delivery)</p> <p>1F. Do not engage in illegal actions, whether directly or indirectly harming stakeholders in occupational therapy practice. (Principle: Justice; keywords: illegal, unethical practice)</p> <p>1G. Do not engage in actions that reduce the public’s trust in occupational therapy. (Principle: Fidelity; keywords: illegal, unethical practice)</p> <p>1H. Report potential or known unethical or illegal actions in practice, education, or research to appropriate authorities. (Principle: Justice; keywords: illegal, unethical practice)</p> <p>1I. Report impaired practice to the appropriate authorities. (Principle: Nonmaleficence; keywords: illegal, unethical practice)</p> <p>1J. Do not exploit the human, financial, or material resources of employers for personal gain. (Principle: Fidelity; keywords: exploitation, employee)</p> <p>1K. Do not exploit any relationship established as an occupational therapy practitioner,</p>

	<p>educator, or researcher to further one’s own physical, emotional, financial, political, or business interests. (Principle: Nonmaleficence; keywords: exploitation, academic, research)</p> <p>1L. Do not engage in conflicts of interest or conflicts of commitment in employment, volunteer roles, or research. (Principle: Fidelity; keywords: conflict of interest)</p> <p>1M. Do not use one’s position (e.g., employee, consultant, volunteer) or knowledge gained from that position in such a manner as to give rise to a real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations. (Principle: Fidelity; keywords: conflict of interest)</p> <p>1N. Do not barter for services when there is the potential for exploitation and conflict of interest. (Principle: Nonmaleficence; keywords: conflict of interest)</p> <p>1O. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including informed consent and disclosure of potential risks and benefits. (Principle; Beneficence; keywords: research)</p>
<p>2. Therapeutic Relationships: Occupational therapy personnel develop therapeutic relationships to promote occupational well-being in all persons, groups, organizations, and society, regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes.</p>	<p>2A. Respect and honor the expressed wishes of recipients of service. (Principle: Autonomy; keywords: relationships, clients, service recipients)</p> <p>2B. Do not inflict harm or injury to recipients of occupational therapy services, students, research participants, or employees. (Principle: Nonmaleficence; keywords: relationships, clients, service recipients, students, research, employer, employee)</p> <p>2C. Do not threaten, manipulate, coerce, or deceive clients to promote compliance with occupational therapy recommendations. (Principle: Autonomy; keywords: relationships, clients, service recipients)</p> <p>2D. Do not engage in sexual activity with a recipient of service, including the client’s family or significant other, while a professional relationship exists. (Principle: Nonmaleficence; keywords: relationships, clients, service recipients, sex)</p> <p>2E. Do not accept gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries and adhere to employer policies when offered gifts. (Principle: Justice; keywords: relationships, gifts, employer)</p> <p>2F. Establish a collaborative relationship with recipients of service and relevant stakeholders to promote shared decision-making. (Principle: Autonomy; keywords: relationships, clients, service recipients, collaboration)</p> <p>2G. Do not abandon the service recipient and attempt to facilitate appropriate transitions when unable to provide services for any reason. (Principle: Nonmaleficence; keywords: relationships, client, service recipients, abandonment)</p> <p>2H. Adhere to organizational policies when requesting an exemption from service to an individual or group because of self-identified conflict with personal, cultural, or religious values. (Principle: Fidelity; keywords: relationships, client, service recipients, conflict, cultural, religious, values)</p> <p>2I. Do not engage in dual relationships or situations in which an occupational therapy professional or student is unable to maintain clear professional boundaries or objectivity. (Principle: Nonmaleficence; keywords: relationships, clients, service recipients, colleagues, professional boundaries, objectivity, social media)</p> <p>2J. Proactively address workplace conflict that affects or can potentially affect professional relationships and the provision of services. (Principle: Fidelity; keywords: relationships, conflict, clients, service recipients, colleagues)</p> <p>2K. Do not engage in any undue influences that may impair practice or compromise the ability to safely and competently provide occupational therapy services, education, or research. (Principle: Nonmaleficence; keywords: relationships, colleagues, impair, safety, competence, client, service recipients, education, research)</p> <p>2L. Recognize and take appropriate action to remedy occupational therapy personnel’s problems and limitations that might cause harm to recipients of service. (Principle: Nonmaleficence; keywords: relationships, clients, service recipients, personal, safety)</p> <p>2M. Do not engage in actions or inactions that jeopardize the safety or well-being of others or team effectiveness. (Principle: Fidelity; keywords: relationships, clients, service</p>

	recipients, colleagues, safety, law, unethical, impaired, competence)
3. Documentation, Reimbursement, and Financial Matters: Occupational therapy personnel maintain complete, accurate, and timely records of all client encounters.	<p>3A. Bill and collect fees justly and legally in a manner that is fair, reasonable, and commensurate with services delivered. (Principle: Justice; keywords: billing, fees)</p> <p>3B. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations. (Principle: Justice; keywords: documentation, reimbursement, law)</p> <p>3C. Record and report in an accurate and timely manner and accordance with applicable regulations all information related to professional or academic documentation and activities. (Principle: Veracity; keywords: documentation, timely, accurate, law, fraud)</p> <p>3D. Do not follow arbitrary directives that compromise the rights or well-being of others, including unrealistic productivity expectations, fabrication, falsification, plagiarism of documentation, or inaccurate coding. (Principle: Nonmaleficence; keywords: productivity, documentation, coding, fraud)</p>
4. Service Delivery: Occupational therapy personnel strive to deliver quality services that are occupation based, client centered, safe, interactive, culturally sensitive, evidence based, and consistent with occupational therapy's values and philosophies.	<p>4A. Respond to requests for occupational therapy services (e.g., referrals) in a timely manner as determined by law, regulation, or policy. (Principle: Justice; keywords: occupational therapy process, referral, law)</p> <p>4B. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs. (Principle: Beneficence; keywords: occupational therapy process, evaluation, intervention)</p> <p>4C. 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. (Principle: Beneficence; keywords: occupational therapy process, evaluation, intervention, evidence, scope of practice)</p> <p>4D. Obtain informed consent (written, verbal, electronic, or implied) after disclosing appropriate information and answering any questions posed by the recipient of service, qualified family member or caregiver, or research participant to ensure voluntary participation. (Principle: Autonomy; keywords: occupational therapy process, informed consent)</p> <p>4E. Fully disclose the benefits, risks, and potential outcomes of any intervention; the occupational therapy personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention. (Principle: Autonomy; keywords: occupational therapy process, intervention, communication, disclose, informed consent)</p> <p>4F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties. (Principle: Veracity; keywords: occupational therapy process, intervention, communication, disclose, informed consent, contracts)</p> <p>4G. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has the potential to result in poor outcomes. (Principle: Autonomy; keywords: occupational therapy process, refusal, intervention, service recipients)</p> <p>4H. Provide occupational therapy services, including education and training, that are within each practitioner's level of competence and scope of practice. (Principle: Beneficence; keywords: occupational therapy process, services, competence, scope of practice)</p> <p>4I. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised. (Principle: Beneficence; keywords: occupational therapy process, reevaluation, reassess, intervention)</p> <p>4J. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial. (Principle: Beneficence; keywords: occupational therapy process, termination, collaboration)</p>

<p>5. Professional Competence, Education, Supervision, and Training: Occupational therapy personnel maintain credentials, degrees, licenses, and other certifications to demonstrate their commitment to develop and maintain competent, evidence-based practice.</p>	<p>5A. Hold requisite credentials for the occupational therapy services one provides in academic, research, physical, or virtual work settings. (Principle: Justice; keywords: credentials, competence)</p> <p>5B. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication. (Principle: Veracity; keywords: credentials, competence)</p> <p>5C. Take steps (e.g., professional development, 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. (Principle: Beneficence; keywords: credentials, competence)</p> <p>5D. Maintain competence by ongoing participation in professional development relevant to one’s practice area. (Principle: Beneficence; keywords: credentials, competence)</p> <p>5E. Take action to resolve incompetent, disruptive, unethical, illegal, or impaired practice in self or others. (Principle: Fidelity; keywords: competence, law)</p> <p>5F. Ensure that all duties delegated to other occupational therapy personnel are congruent with their credentials, qualifications, experience, competencies, and scope of practice with respect to service delivery, supervision, fieldwork education, and research. (Principle: Beneficence; keywords: supervisor, fieldwork, supervision, student)</p> <p>5G. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines. (Principle: Justice; keywords: supervisor, fieldwork, supervision, student)</p> <p>5H. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance. (Principle: Veracity; keywords: supervisor, supervision, fieldwork, performance)</p> <p>5I. Do not participate in any action resulting in unauthorized access to educational content or exams, screening and assessment tools, websites, and other copyrighted information, including but not limited to plagiarism, violation of copyright laws, and illegal sharing of resources in any form. (Principle: Justice; keywords: plagiarize, student, copyright, cheating)</p> <p>5J. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution. (Principle: Veracity; keywords: education, student)</p>
<p>6. Communication: Whether in written, verbal, electronic, or virtual communication, occupational therapy personnel uphold the highest standards of confidentiality, informed consent, autonomy, accuracy, timeliness, and record management.</p>	<p>6A. 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). (Principle: Autonomy; keywords: law, autonomy, confidentiality, communication, justice)</p> <p>6B. Maintain privacy and truthfulness in the delivery of occupational therapy services, whether in person or virtually. (Principle: Veracity; keywords: telecommunication, telehealth, confidentiality, autonomy)</p> <p>6C. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws. (Principle: Fidelity; keywords: communication, confidentiality, autonomy)</p> <p>6D. Demonstrate responsible conduct, respect, and discretion when engaging in digital media and social networking, including but not limited to refraining from posting protected health or other identifying information. (Principle: Autonomy; keywords: communication, confidentiality, autonomy, social media)</p> <p>6E. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, health literacy, or culture) with the recipient of service (or responsible party), student, or research participant. (Principle: Autonomy; keywords: communication, barriers)</p> <p>6F. Do not use or participate in any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims. (Principle: Veracity; keywords: fraud, communication)</p>

	<p>6G. Identify and fully disclose to all appropriate persons any errors or adverse events that compromise the safety of service recipients. (Principle: Veracity; keywords: truthfulness, communication, safety, clients, service recipients)</p> <p>6H. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public. (Principle: Veracity; keywords: truthfulness, communication)</p> <p>6I. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize). (Principle: Veracity; keywords: truthfulness, communication, plagiarism, students)</p> <p>6J. Do not engage in verbal, physical, emotional, or sexual harassment of any individual or group. (Principle: Fidelity; keywords: inappropriate communication, harassment, digital media, social media, social networking, professional civility)</p> <p>6K. Do not engage in communication that is discriminatory, derogatory, biased, intimidating, insensitive, or disrespectful or that unduly discourages others from participating in professional dialogue. (Principle: Fidelity; keywords: inappropriate communication, professionalism, professional civility)</p> <p>6L. Engage in collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients. (Principle: Fidelity; keywords: communication, collaboration, interprofessional, professional civility, service recipients).</p>
<p>7. Professional Civility: Occupational therapy personnel conduct themselves in a civil manner during all discourse. Civility “entails honoring one’s personal values, while simultaneously listening to disparate points of view” (Kaslow & Watson, 2016, para. 1). These values include cultural sensitivity and humility</p>	<p>7A. Treat all stakeholders professionally and equitably through constructive engagement and dialogue that is inclusive, collaborative, and respectful of diversity of thought. (Principle: Justice; key words: civility, diversity, inclusivity, equitability, respect)</p> <p>7B. Demonstrate courtesy, civility, value, and respect to persons, groups, organizations, and populations when engaging in personal, professional, or electronic communications, including all forms of social media or networking, especially when that discourse involves disagreement of opinion, disparate points of view, or differing values. (Principle: Fidelity; key words: values, respect, opinion, points of view, social media, civility)</p> <p>7C. Demonstrate a level of cultural humility, sensitivity, and agility within professional practice that promotes inclusivity and does not result in harmful actions or inactions with persons, groups, organizations, and populations from diverse backgrounds including age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. (Principle: Fidelity; key words: civility, cultural competence, diversity, cultural humility, cultural sensitivity)</p> <p>7D. Do not engage in actions that are uncivil, intimidating, or bullying or that contribute to violence. (Principle: Fidelity; key words: civility, intimidation, hate, violence, bullying)</p> <p>7E. Conduct professional and personal communication with colleagues, including electronic communication and social media and networking, in a manner that is free from personal attacks, threats, and attempts to defame character and credibility directed toward an individual, group, organization, or population without basis or through manipulation of information. (Principle: Fidelity; key words: civility, culture, communication, social media, social networking, respect)</p>

Student Policy 3: Student Privacy and Confidentiality

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: 0/2024

Purpose:

To inform students of how the program and college protect the privacy and confidentiality of information and academic records.

Policy:

1. The program is consistent with the following college policy and procedure:
[HGTC Policy 8.6.9 Confidentiality of Student Records](#)
[HGTC Procedure 8.6.9.1 Confidentiality of Student Records](#)
2. Students are to review the [Privacy of Student Records/FERPA](#) information found on the college's website.
3. Students are required to complete a FERPA Release Form during orientation indicating their preference regarding release of personal information.
4. Any personal and academic information collected by the program is kept in a secure, locked location in the office of the program director or academic fieldwork coordinator.

Student Policy 4: Informed Consent

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: 07/2024

Purpose:

To explain the expectations and role of students or non-students when participating as subjects or as patient-simulators during laboratory and fieldwork experiences.

To provide information regarding videotaping, audio taping, photographing, or imaging of individuals for instructional purposes.

To inform students of requirements of fieldwork facilities that may include drug testing and background investigation.

To provide a means for the control of information the student wants the faculty or program to release to future employers, other programs, you (the student), etc.

To provide students with information regarding the legal responsibility of a patient's right to refuse participation in fieldwork education.

Policy:

1. Students are required to acknowledge and sign the Program Lab Release Form. This document is found in the appendix of this manual.
2. Non-students who participate in classroom and laboratory exercises are required to acknowledge and sign the Non-Student Informed Consent to Participate in Classroom/Laboratory Exercises for Educational Purposes. This document is found in the appendix of this manual.
3. Students acknowledge and sign the Program Imaging Permission Form found in the appendix of this manual before the first program course.
4. The program is consistent the college's policy for use of photographs:
[HGTC Policy 6.1.2 College Use of Photographs](#)
5. The student, upon admission into the program, acknowledges the requirement to sign an affidavit acknowledging mandatory urine drug screening and criminal background checks. The affidavit form is kept on file with the original OTA program application in the admissions office. The affidavit can be found in the [Student Background Check, Drug Screening & Immunization /Health Information Packet](#)
6. Students sign the Release of Confidential Information form to allow the faculty or program to release information to future employers, other programs, or to the student. This information may include but is not limited to, personal and academic information, the release of immunization records, and the release of practicum reports. The Release of Confidential Information form is located in the appendix of this manual.
7. The student, upon admission into the program, acknowledges the requirement to abide by the [Lewis Blackman Hospital Patient Safety Act](#). This Lewis Blackman Hospital Acknowledgement Form is found in the appendix of this manual.

Student Policy 5: Didactic & Laboratory Attendance

Original Date: 03/2022

Revision Dates: 07/2024

Last Review Date: 07/2024

Purpose:

To provide guidelines and requirements regarding attendance for program courses.

Policy:

1. Lecture and Laboratory Attendance
 - a. Students are expected to attend a minimum of 80% of all classes, but a program or an instructor may make the attendance policy stricter if required, with program director approval.
 - i. The program is consistent with the following college policy:
[HGTC Policy 8.1.2 Attendance Policy](#)
 - b. For a 15-week course (Fall and Spring Semesters) the allowed number of absences is as follows:
For classes meeting once a week: 2 absences are allowed regardless of the reason.
For classes meeting twice a week: 6 absences are allowed regardless of the reason.
 - c. For a 10-week course (Summer Semester) the allowed number of absences is as follows:
For classes meeting once a week: 2 absences are allowed regardless of the reason.
For classes meeting twice a week: 4 absences are allowed regardless of the reason.
 - d. An absence is defined as missing greater than 10 minutes of classroom time or leaving class with more than 10 minutes remaining.
 - e. Students must schedule all non-emergency appointments outside of lecture and laboratory time.
 - f. Students are required to notify the faculty member(s) of each course(s) of their absence before the time the course is scheduled to begin.
 - i. notification should be made by the student through their HGTC.edu email, not relaying the message through a classmate via text, email, or other means of communication.
 - g. After the allowed number of absences, the student will be dropped from the course with a W or a WF.
2. Tardy
 - a. Tardiness is defined as arriving after time class is scheduled to begin.
 - i. three tardies will be counted as one class absence.

Student Policy 6: Electronic Devices

Original Date: 03/2022

Revision Dates: 07/2024

Last Review Date: 07/2024

Purpose:

To inform students of how electronic devices may be utilized in the program.

Policy:

1. All electronic devices must be turned off or on silent and put away during lecture and laboratory courses unless directed by the course instructor.
2. Computers and iPads may be used in lecture and laboratory courses for purposes of accessing course material.
3. All cell phones and smart watches must be left at the front of the room with the course instructor during lecture exams.
4. Audio and/or video recording
 - a. Recording of lectures or laboratory instruction is prohibited unless permitted by the course instructor.
 - b. Recording of laboratory practical, competency laboratory examinations or other graded assignments is prohibited unless permitted by the course instructor.
 - i. Students may be required to video laboratory practical or laboratory competency exams for self-assessment assignments.

Student Policy 7: Dress Standards for Classroom & Laboratory

Original Date: 03/2022

Revision Dates: 07/2024

Last Review Date: 07/2024

Purpose:

To provide students with information concerning dress and appearance in the classroom, laboratory, and fieldwork settings.

Policy:

1. Classroom and Lab Attire

- a. All attire must be clean, without stains, holes, or wrinkles.
 - i. Fit appropriately to allow movement during classroom and laboratory activities.
 1. Attire must completely cover cleavage, abdomen, and backside.
- b. Business casual
 - i. Includes dress pants, blouses, sweaters, button-downs, Henley's, or polo shirts.
 1. Jeans, t-shirts, sweatshirts/hoodies, crop tops, tank tops, heels, skirts, dresses, are not acceptable.
- c. Scrubs
 - i. Any color or pattern may be worn.
- d. Shoes:
 - i. Skid-resistant or non-slip shoes with enclosed toe and heel are required.
 1. Open toe shoes, sandals or flip-flops, heels and boots are not permitted.

2. Hygiene

- a. Hair
 - i. Must be neat, clean, and maintained so as not to contaminate a peer, patient, or caregiver.
 - ii. Hair below shoulder level must be pulled back and secured out of the face during lab courses.
 - iii. Unnatural hair colors (i.e. pink, green, blue, etc.), extreme hairstyles (i.e. mohawk, carvings, etc.), and hair ornaments (i.e. feathers, glittery braids, etc.) are not permitted regardless of gender.
 - iv. Beards and mustaches must be well groomed and always kept clean.
- b. Fingernails
 - i. Must be kept at a length not to exceed the tip of the finger so as not to injure a peer or patient.
 - ii. Clear or light-colored nail polish may be worn if it is neat and without designs.
 - iii. Acrylic nails harbor yeast and bacteria and therefore, not allowed. Gel nails are permitted.
- c. Odor
 - i. Students with body or other odors from smoking, vaping, etc. will be sent home and marked absent for missed classes.
 - ii. Scented perfumes, lotion, powders, after shave, antiperspirant and deodorant may cause allergic reactions or increased breathing difficulties for those around you and are not permitted.

3. Jewelry

- a. No more than two rings may be worn on the hand.
- b. Watches
 - i. Analog, digital and Apple watches are permitted.

- ii. Medical alert bracelets are permitted.
 - c. Stud or small post earrings only.
 - d. Necklaces should not dangle away from the neck.
- 4. Make Up
 - a. Should be worn in moderation and consistent with the expected appearance of a healthcare professional.
- 5. Tattoos
 - a. Facial and neck tattoos are not permitted and must be concealed.
 - b. Tattoos below the neckline are allowed, but must not be excessive, vulgar or have the potential to be offensive.

Student Policy 8: Grading

Original Date: 03/2022

Revision Dates: 06/2024

Last Review Date: 06/2024

Purpose:

To provide information to each student concerning the calculation of grades and to assure consistency and fairness in assigning grades. The program's grading policy is different than the College's grading policy.

Policy:

1. Grading Scale

- a. The program utilizes the following grading scale which differs from that of the college:

A = 100 – 90

B = 89 – 80

C = 79 – 75

D = 74 – 69

F = 68 – 0

- b. Minimum grade of 75% grade of "C" or better must be achieved in courses with an OTA prefix for a student to progress through the program.

2. Lecture Exams

- a. Students are permitted one attempt at each lecture exam unless otherwise stated by the course instructor.

- b. Missed exams:

- i. Taking a missed exam is at the sole discretion of the course instructor.

- ii. Students are responsible for contacting the course instructor to request to take the missed exam.

- iii. Missed exams will incur a 10% deduction in the final score.

3. Laboratory Practical Examinations and Laboratory Competency Examinations

- a. Each student must demonstrate safety and competence in required laboratory practical examinations and laboratory practical competency examinations.

- b. All critical elements on rubrics for laboratory practical examinations and laboratory practical competency examination, designated with an asterisk (*), must be completed successfully to pass a practical or competency examination.

- c. Students scoring below 75% must retake the practical examination or competency.

- i. No more than 2 retake attempts are permitted for each practical examination or competency.

- ii. A second attempt at a practical examination will result in a maximum score of 75%.

- iii. Students who do not pass on the second attempt will fail the course and be removed from the program.

Student Policy 9: Program Progression

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide information concerning the requirements for progression in the Occupational Therapy Assistant Program.

Policy:

1. Progression

- a. Students must follow curriculum progression based on the catalog year in which they enter the program.
- b. Students are required to successfully complete each practical examination in a course before the final laboratory competency examination, if applicable, or per the instructor's schedule. The course instructor will announce the due date of the practical examinations in the instructor course informational sheet.
- c. Students must complete Level II fieldwork assignments in a minimum of 2 and a maximum of 3 different settings, not facilities.
 - i. Students must complete 16 weeks of Level II fieldwork within 12 months following completion of the didactic portion of the program.
 - ii. Students must complete Level II fieldwork assignments in a minimum of 2 and a maximum of 3 different *settings*, not facilities. For example, if a hospital offers occupational therapy services in acute care, medical rehab & outpatient settings, a student may complete all Level II fieldwork experiences at that hospital.
- d. General Hospital Orientation (GHO)/Care Learning Modules must be successfully completed prior to attending clinical experiences. The due date is provided by the Clinical Admissions Office.
- e. The program is consistent with the following college policy and procedure regarding academic progress:

[HGTC Policy 8.6.6 Standards of Academic Progress](#)

[HGTC Procedure 8.6.6.1 Standards of Academic Progress](#)

2. GPA Requirements

- a. Students must achieve a minimum grade of 75% grade of "C" or better in didactic and laboratory courses with an OTA prefix.
 - i. Refer to Program Policy 8: Grading for requirements regarding completion of lecture exams, laboratory practical/competency exams and classroom/laboratory assignments.
 - ii. An overall course average of no less than 73% will result in the student being placed on academic probation.
- b. Students are required to maintain an overall 2.0 grade point average in program courses to progress and graduate from the program.

3. The program is consistent with the following college policy and procedure regarding academic progress:

[HGTC Policy 8.6.6 Standards of Academic Progress](#)

[HGTC Procedure 8.6.6.1 Standards of Academic Progress](#)

Student Policy 10: Student Resources & Retention

Original Date: 07/20204

Revision Dates: N/A

Last Review Date: N/A

Purpose: To provide students with information regarding HGTC Student Resources, program retention efforts and the student responsibilities.

Policy:

1. Prospective student advising to discuss the pre-requisite course requirements, program application process, and program overview.
2. New student orientation sessions to introduce program policies and procedures.
3. Use of examinations, competency checklists, and formative and summative evaluations including feedback to the student on their progress in the program and is part of the educational process.
4. Midterm and end-of-term academic advising each semester to review student progress and to address potential difficulties early.
5. Midterm and end-of-term feedback of professional behaviors each semester using the Professional Behaviors Form (see appendix) to identify professional behaviors that need to be addressed and/or referred to the appropriate college resource, if needed.
6. Enrolled students are required to attend a mandatory program orientation session held prior to the
7. Enrolled students will utilize HGTC Student Resources as needed to aid student success:
 - a. Academic Resources: Academic Programs; High School Student Programs; Academic Calendars; Bookstore; Class Schedules; Campus Locations; College Catalog & Student Handbook; Degrees, Diplomas & Certificates; Faculty Directory; Library; Registrar; University Transfer
 - b. Student Services: Success & Tutoring Center; Counseling Services; Career Services; Accessibility and Disability Services; Graduation Resources; Online Career Center; Student Life; How to Request a Transcript; Testing Center; Veterans Resources; and how to sign up for HGTC Emergency Alert Notifications
 - c. Financial Aid Resources: How to apply for FAFSA, tuition and fees and tuition due dates.
 - d. Advising and Registration: Academic Advising; Class Schedules; Course Descriptions; Academic Calendars; Bookstore; myHGTC; Student Info Center: TECH Central; Student Information Center - TECH Central
 - e. More information available at: [Current Student Resources](#)

Student Policy 11: Notification of Academic Standing

Original Date: 04/2024

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide students with information regarding academic standing within the program.

Policy:

1. Academic Advising
 - a. Students will be assigned a program faculty as their academic advisor when admitted into the program.
 - b. Program advisors will meet with students a minimum of 2 times during the semester.
 - i. After the first exams are completed in each OTA course of the semester.
 - ii. Any time throughout the semester when an exam score is below 75%.
 - iii. At the end of each semester.
 - c. Program advisors are responsible for
 - i. Completion of a student advising form at each advising session.
 - ii. Creation of a learning contract, referral to the [Student Success & Tutoring Center](#) or other source.
2. Academic Alert
 - a. Program advisors will initiate an academic alert for students whose grade is below 75% following the first exams in all program courses.
3. [Student Success & Tutoring Center](#)
 - a. Program advisors may refer students to the SSTC for assistance with study skills, time management, or other skill to improve academic performance.

Student Policy 12: Academic Probation

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: 07/2024

Purpose:

To provide students with information regarding the criteria for being placed on academic probation.

Policy:

1. With faculty recommendation, students will be placed on academic probation if the overall final average in a course is no less than 73%.
2. Students may only be placed on academic probation one time in the program and for only one course.
3. Students who are on academic probation for a course must meet with their program academic advisor to establish a written academic plan for the next technical semester's coursework including strategies for success.
4. At the discretion of the course faculty, a student on academic probation may be required to complete additional assignments to ensure competency of the didactic material.
5. The terms of the student's academic probation will be in effect throughout matriculation in the program.

Student Policy 14: Academic Misconduct

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide the student with information on academic misconduct.

To provide the student and faculty information on student disciplinary procedures.

Policy:

1. HGTC Policy 9.3.7.1, Student Code is taken directly from South Carolina Technical College System Policies and Procedures Manual

[SC Technical College System Policy 3-2-106 Student Code & Grievance Procedure](#)

[SC Technical College System Procedure 3-2-106-1 Student Code for the SC Technical College System](#), Student Conduct s 3(A), Student Disciplinary Procedures s 4(B)

2. The program is consistent with the following college policy and procedure:

[HGTC Policy 9.3.7 Student Code and Grievance Policy](#)

[HGTC Procedure 9.3.7.1 Student Code](#), Student Code 3(A)

Student Policy 15: Student Withdrawal

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: 07/2024

Purpose:

To provide information and guidelines to students who wish to withdraw from the program.

Policy:

1. Students must follow procedures for withdrawal as outlined in HGTC policies and procedures.

[HGTC Policy 8.6.3 Withdrawal](#)

[HGTC Procedure 8.6.3.1 Withdrawal Procedure](#)

[HGTC Procedure 8.6.3.2 Military Withdrawal and Military Leave](#)

Student Policy 16: Program Dismissal

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: 07/2024

Purpose:

To provide information to students concerning the requirements for professional behaviors.

Policy:

1. Violation of the Student Code of Conduct as described in the college catalog could result in dismissal from the program.
2. Violation of the policies and/or procedures of the program could result in dismissal.
3. Per Memorandum of Understanding (contracts) used for fieldwork experiences outlines the following procedure:
 - a. if a conflict arises at a fieldwork site between an employee of the facility or a Fieldwork Educator FWEd and student, the AFWC shall intervene within seven (7) calendar days to attempt to resolve the matter.
 - b. The facility may require that HGTC immediately remove a student from a fieldwork experience when the facility believes that the student exhibits one or more of the following:
 - i. inappropriate behavior,
 - ii. disruptive behavior,
 - iii. does not comply with facility rules or policies, and/or
 - iv. poses a threat to the health, safety, or welfare of a patient, employee, or any other person or for any other reason deemed necessary by the facility.
2. Upon receipt of the roster or at any time after a fieldwork experience begins, the facility may refuse to allow any student to participate in a fieldwork experience if the individual has an unfavorable record with the facility from previous employment, a previous fieldwork experience, or for any other reason.

Student Policy 17: Due Process

Original Date: 03/2022

Revision Dates: 04/2024

Last Review Date: 04/2024

Purpose:

To provide the student with information regarding the due process of student complaints.

To provide stakeholders of the program with the mechanism to file a complaint.

Policy:

1. Students must follow procedures for student code and grievance as outlined in HGTC policies and procedures:

[HGTC Policy 9.3.7 Student Code and Grievance](#)

[HGTC Procedure 9.3.7.1 Student Code](#)

[HGTC Procedure 9.3.7.2 Student Grievance](#)

[HGTC Procedure 9.3.7.4 Student Code Procedures for Addressing Alleged Acts of Sexual Harassment Under Title IX](#)

2. Stakeholders of the program are instructed to file a complaint through the [Accreditation Council of Occupational Therapy Education](#) (ACOTE).

ACOTE's statement reads:

"The Accreditation Council for Occupational Therapy Education (ACOTE®) has a formal policy regarding the filing of a complaint. ACOTE will investigate a complaint when it believes practices or conditions indicate the educational program may not be in substantial compliance with accreditation standards or established accreditation policies.

However, ACOTE is not able to intervene on behalf of individual students or act as a court of appeal for faculty members or students in matters of admission, appointment, promotion, or dismissal. The filing of a formal complaint is considered a "last resort" to be taken after all other avenues for resolution have been explored."

Student Policy 18: Occupational Therapist or Occupational Therapy Assistant Transfer Student

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: 04/2024

Purpose:

To clarify student requirements for transfer from an occupational therapy or occupational therapy assistant program.

Policy:

1. The potential transfer student must meet the College's admission requirements and the program's time limits for course transfer.
2. The potential transfer student must request a meeting with the Program Director to review academic status of previous PTA or DPT program.
3. The potential transfer student must sign a release form that allows the Program Director to discuss the academic status with previous institution PTA or DPT advisor or Program Director.
4. The Program Director will review the potential transfer student's PTA or DPT transcript and instructional package or catalog to determine if the student's current academic completion matches the program.

Student Policy 19: Program Re-Application

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: 07/2024

Purpose:

To provide information on the process for OTA program re-application.

Policy:

1. Students accepted into the program but decline entry and wish to enter in a subsequent year must re-apply for admission, using the forms and published criteria for program admission applicable to the catalog year they wish to enter.
2. Students who do not successfully complete the first semester are eligible to reapply to the program for the next cohort.
3. Students who are unsuccessful in the first technical semester of the program in two consecutive academic years are eligible to re-apply after a minimum of two calendar years.

Student Policy 20: Program Re-Entry Policy

Original Date: 03/2022

Revision Dates: 06/2024

Last Review Date: 06/2024

Purpose:

To provide information on the process for re-entry into the program.

Policy:

1. Conditions for consideration of program re-entry include that the student:
 - a. Withdrew or was dismissed after successful completion of the first technical semester of program coursework.
 - b. Is in current good standing with the program and the College.
 - c. Has met all financial obligations to the College.
 - d. Has maintained a cumulative college GPA of 2.0 or higher.
 - e. A seat is available in the next cohort
2. Re-entry must occur with the next cohort of the next academic year.
3. Re-entry process:
 - a. The student must
 - i. Submit a formal, written request for program re-entry to the program director and must be postmarked no later than 11:59 pm June 30th of the academic year in which they are applying.
 1. The request must address the reasons for previous withdrawal and changes that increase the probability of program completion.
 - b. The program director will:
 - i. Evaluate the request.
 - ii. Verify that the student meets the conditions for re-entry.
 - iii. Convene a meeting of the program faculty for approval or disapproval of re-entry.
 1. The decision of the committee is final.
 - c. If more than one student seeks re-entry, the student with the highest cumulative GPA will receive re-entry.
 - d. The program director will inform the student within 3 business days of the decision made by the faculty through the student's HGTC email.
4. Students re-entering the program must:
 - a. Attend program orientation with the incoming cohort.
 - b. Review the Student Manual and the Fieldwork Manual and complete all required forms.
 - c. Complete all required medical and background requirements as outlined by the Clinical Compliance Department.
 - d. Repeat and pass all practical examinations performed prior to withdrawal or dismissal.
 - i. The program director will provide the student with a list of required laboratory practical examinations and the accompanying faculty member.
 - ii. The student is responsible for contacting faculty to schedule days and times for completion of required laboratory practical examinations.

Student Policy 21: Campus Safety and Emergency Procedures

Original Date: 03/2022

Revision Dates: 07/2024

Last Review Date: 07/2024

Purpose:

To provide the student with information regarding campus safety and emergency procedures.

Policy:

1. Students are responsible for reviewing the following HGTC policy and procedure regarding health services.
[HGTC Policy 9.4.3 Health Services for Illness and Injury](#)
[HGTC Procedure 9.4.3.1 Health Services for Illness and Injury](#)
2. Students are responsible for review the following information:
 - a. [HGTC Emergency Manual](#)
 - b. [S.A.F.E. Response to Violence](#)
 - c. [HGTC Emergency Alert Notification System](#)
3. During the first week of the first technical semester the faculty will complete the following safety exercises with the students:
 - a. Review
[HGTC Policy 3.7.4 Accidents/Illnesses Occurring On or Off Campus](#)
[HGTC Procedure 3.7.4.1 Accidents Occurring On or Off Campus](#)
 - b. Review the role of students and faculty during an active shooter situation (S.A.F.E. Response to Violence)
 - c. Show students the locations of:
 - i. Fire pulls stations that are closest to the OTA classrooms and labs,
 - ii. Exit doors closest to the OTA classrooms and labs.
 - iii. Location where all program students will meet outside of the building during an emergency evacuation.

Student Policy 22: Health Services

Original Date: 03/2022

Revision Dates: 07/2024

Last Review Date: 07/2024

Purpose:

To provide students with information regarding health services at the college.

Policy:

1. Students are instructed to refer to health services as outlined in HGTC policies and procedures.

[HGTC Policy 9.4.3 Health Services for Illness and Injury](#)

[HGTC Procedure 9.4.3.1 Health Services for Illness and Injury](#)

Student Policy 23: Student Blood and/or Body Fluid Exposure Follow-Up or Chemical Exposure

Original Date: 03/2022

Revision Dates: 07/2024

Last Review Date: 07/2024

Purpose:

To provide guidelines for prompt and appropriate follow-up of exposure to bodily fluids in the classroom or laboratory setting.

To inform students of the location of the Material Safety Data Sheets (MSDS).

Policy:

1. The following college policy and procedure will be followed:
Policy 3.7.4 [Accidents Occurring On or Off Campus Policy](#)
Procedure 3.7.4.1 [Accidents Occurring On or Off Campus Procedure](#)
2. A Material Data Safety Sheet (MSDS) red binder is kept on file in the program laboratory, room 1160.

Student Policy 24: Laboratory Regulations for Safety and Order

Original Date: 03/2022

Revision Dates: 07/2024

Last Review Date: 07/2024

Purpose:

To provide guidelines for safety in laboratory spaces.

Policy:

1. Students may use rooms 1160 and 1151 with no use of program lab equipment without direct supervision of program faculty, however, use of lab equipment is prohibited.
2. Lab equipment may only be used under the direct supervision of program faculty during scheduled instructional lab times or during scheduled open lab times.
3. Program faculty will schedule and attend open lab times throughout each semester based on student need and feedback of course material.
4. Students are prohibited from providing occupational therapy interventions to classmates or other students with any real-life diagnosis or pathology at any time while on campus.
5. In the event of ANY emergency (fire, medical, active shooter, etc.), students will utilize the campus safety alert system on phones located in each classroom/lab space.
 - a. The program is consistent with the College's policies and procedures for accidents occurring on or off campus:
[HGTC Policy 3.7.4 Accidents/Illnesses Occurring On or Off Campus](#)
[HGTC Procedure 3.7.4.1 Accidents Occurring On or Off Campus](#)
6. Student responsibilities include but are not limited to:
 - a. Always utilize appropriate infection control procedures.
 - b. Report any damage to any equipment to the lab instructor immediately.
 - c. Self-notify the faculty of any medical condition that may prevent participation as a subject or patient-simulator in the lab setting.
 - d. Keep the lab area and equipment clean by wiping down tables and equipment, returning equipment to the appropriate storage area, and laundering used linens.
 - e. Read and sign the program's Student Lab Release Form in the first semester of the program prior to their first laboratory course.
7. A first aid kit and MSDS forms are available in room 1160.
8. The program is consistent with the College's policies and procedures for:
 - a. classroom management and laboratory safety
[HGTC Policy 8.1.14 Class Management and Lab Safety](#)
[HGTC Procedure 8.1.14.1 Class Management and Laboratory Safety](#)

Student Policy 25: Safety in Student Interactions in the Classroom & Laboratory

Original Date: 03/2022

Revision Dates: 07/2024

Last Review Date: 07/2024

Purpose:

To provide the student with a safe classroom, laboratory, and fieldwork environment.

To recognize the need to protect all students from any potential harm to themselves or others.

To identify how students with physical or mental limitation(s) may progress in the program.

Policy:

1. Students are required to acknowledge and sign the program's Student Lab Release Form in the first semester of the program prior to their first laboratory course
2. Students must complete all required fieldwork and general hospital requirements located in the [HGTC Clinical Requirements Packet](#) by the date established by the program.
3. Students will self-identify any mental or physical limitation(s) to the program director.
4. Once a student has self-identified their mental or physical limitation(s), the program director will begin an interactive process with a student affairs representative to review and determine if the program can make reasonable academic accommodations to allow the student to progress in the program.
5. The accommodations made for the mental or physical limitation(s), must still allow the student to meet the course and program learning outcomes.
6. The accommodations made for the mental or physical limitation(s), must still allow the student to meet the technical requirements of the chosen profession.
7. The program director will continue the interactive process with a student affairs representative to develop an accommodation plan for the student.
 - a. Upon conclusion of the interactive process, if an accommodation plan for a physical or mental limitation(s) is unable to be developed, the student will be withdrawn from the program.
 - b. If an accommodation plan is developed, documentation will be provided to the student, faculty, and student affairs representative to sign. Accommodations will be implemented upon receiving all signatures.

Student Policy 27: Ensuring Safety of Laboratory Equipment

Original Date: 03/2022

Revision Dates: 07/2024

Last Review Date: 07/2024

Purpose:

To ensure equipment used in the program laboratory is in safe working order and is appropriately maintained and calibrated.

Policy:

1. The program faculty and students are responsible for assuring that the equipment used in the program laboratory is in safe working order (i.e. proper temperature), properly maintained (i.e. no damaged cords) and calibrated (i.e. check the inspection sticker).
2. Service/maintenance contracts have been implemented to handle regularly scheduled calibration of equipment. Checklists are present in the laboratory indicating when the equipment was last maintained and/or calibrated and by whom. The checklist will include a contact person/number to report any problems or malfunctioning of equipment. These procedures will be put in place as each piece of equipment is purchased and placed in the laboratory for student use.
3. An annual biomedical equipment check will be performed on all electrical equipment in the department in accordance with preferred practice standards. Vendors will be contracted to perform this function.
4. Signs will be posted regarding precautions in equipment use as is deemed necessary.
5. An equipment notebook, listing each piece of equipment and serial number will be in the PTA Program Director's office. This procedure will be implemented as each piece of lab equipment is put into operation in the laboratory.

Student Policy 28: Accidents or Illnesses Occurring On or Off Campus

Original Date: 03/2022

Revision Dates: 07/2024

Last Review Date: 07/2024

Purpose:

To provide guidelines for prompt and appropriate follow-up of all accidents/illnesses involving the personal injury of a student while on or off campus.

Policy:

1. Students are instructed to follow to HGTC policies and procedures.

[Policy 3.7.4 Accidents/Illnesses Occurring On or Off Campus](#)

[Procedure 3.7.4.1 Accidents/Illnesses Occurring On or Off Campus](#) (contains incident report form)

Student Policy 29: Off-Campus Laboratories and Field Trips

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: 07/2024

Purpose:

To provide students with travel information for off-campus laboratory experiences and field trips.

Policy:

1. The program is consistent with the following college policy and procedure:

[HGTC Policy 8.1.1 Field Trips/Student or Group Travel](#)

[HGTC Procedure 8.1.1.1 Field Trips/Student or Group Travel](#)

Student Policy 30: Complaint Process for Non-Faculty and Non-Students

Original Date: 03/2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide the student with information regarding the process when a complaint is received from non-faculty or non-student.

Policy:

1. Non-faculty and non-student complaints will be addressed as follows:
 - a. Complaints will be directed to the program director who will perform the following:
 - i. Complete an Occupational Therapy Assistant Program Complaint Form (located in the appendix).
 - ii. Contact the appropriate college personnel to seek resolution of the complaint.
 - iii. Assure that the College provides a written reply to the person filing the complaint as soon as feasible.
2. A copy of all complaints will be kept in a secure location in the office of the program director.

Student Policy 31: Social Media

Original Date: 2021

Revision Dates: N/A

Last Review Date: 07/2024

Purpose:

To provide information to each student concerning the appropriate use of social media within the OTA program.
To provide information to each student concerning the consequences of inappropriate use of social media.

Terminology:

Social media and networking are interchangeable terms. Each term may refer to, but is not limited to, the following examples: Facebook, Twitter, Instagram, YouTube, Pinterest, any blog, or posting board.

Libel is a published false statement that is damaging to a person's reputation, a written defamation.

Slander refers to the utterance of false charges or misrepresentations which defame and damage another's reputation, or a false and defamatory statement about a person.

Policy:

1. Students will not:
 - a. Transmit or place online individually identifiable patient, student, faculty, adjunct faculty, or staff information.
 - b. Publish libel or make slanderous remarks or insinuations about patients, peers, adjunct faculty, faculty, staff, or the institution of HGTC, even if they are not identified.
 - c. Transmit or place online any test questions or test content that could be identified as cheating. The college policy on academic misconduct will be followed to include social media networking.
 - d. Share or post opinions, information, insinuations, or photos gained through the student OTA-patient relationship on any social media outlet.
 - e. Share or post libelous or slanderous opinions, information, insinuations, or photos regarding students, faculty, staff, or the college itself.
 - f. Use Horry Georgetown Technical College or HGTC name, photos, etc. in social media groups.
 - i. For example, if a cohort, class, or classmate creates a Facebook page named "HGTC's Fall Class of 2023", as this would be an infringement on trademark rights.
2. Students will:
 - a. Follow ethical and professional patient/professional/staff/student boundaries.
 - b. Promptly report any identified breach of confidentiality or any inappropriate use of social media to a program faculty member, college faculty member, staff, or dean.
 - c. Assure that any personal profile or related content is professional and a reflection of how you wish to present yourself to clients, colleagues, and prospective employers.
3. Violations of patient/client privacy using an electronic device or social media platform will be subject to HIPPA guidelines and consequences.
4. Students who share confidential information using an electronic device or social media do so at the risk of disciplinary action, including failure in a course and/or dismissal from the program.

Student Policy 32: Professional References

Original Date: 2022

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide information to each student on how program faculty may be used as a professional reference upon graduation from the program.

Policy:

1. Students must sign the Release for Professional Reference form upon graduation requesting that a faculty member provide professional references. This form is in the appendix of this manual.
2. The program director is responsible for tracking the Release for Professional Reference form.
3. Students may revoke the Release for Professional Reference at any time by sending a written request or email to the program director.
4. Faculty members should ensure the student has completed the release form or authorized the reference on an employment application.
5. Faculty members should make it clear that their comments reflect personal observations and do not represent the official position of the college.
6. When providing a reference, faculty should:
 - a. Use their college email to provide the reference.
 - b. State how they know the student.
 - c. Provide observations of the student's propensity for diligence, commitment, industry, and other attributes that might be beneficial in the job screening process.
 - d. Grades and other personally identifiable information cannot be shared.
 - e. In cases when the faculty member is unable to be positive, a recommendation should not be provided.

Student Policy 33: Student Governance

Original Date: 07/2024

Revision Dates: N/A

Last Review Date: N/A

Purpose:

To provide the students with the general guidelines of the student governance to express academic concerns and issues related to the physical therapist assistant program.

Policy:

1. Two student representatives shall be elected by their classmates during the first technical semester of the program.
 - a. A re-election will occur each semester (Students may re-elect the same class representatives, or they may elect new ones).
 - b. Each elected class representative will sign an acknowledgement of duty form for each semester.
2. A special election may be held during a semester, and classmates shall elect an alternate representative to serve in this role if an elected representative is unable to maintain their duties for reasons such as:
 - a. Student relinquishes their own status.
 - b. Student does not continue in the program.
 - c. Student displays unprofessional actions and/or behaviors within their role as a student leader.
3. The student representatives will meet with the class at least once a semester to discuss any issues or concerns the class has expressed.
4. The student representatives will communicate directly with the Program Director to seek a resolution and follow up with the class.

STUDENT AND FIELDWORK HANDBOOK AGREEMENT

I have received and read the Occupational Therapy Assistant Student Manual for Horry Georgetown Technical College in its entirety. I understand its content and agree to abide by the policies and procedures set forth during my matriculation as an occupational therapy assistant student. The program reserves the right to alter policies, procedures, and content, providing updates and new signature pages to students, as appropriate.

Print Student Name

H number

Student Signature

Date

OTA Program Academic Advising Form

HGTC OTA Program Academic Advising

Student Name: _____ H Number: _____ Date: _____

Technical Semester 1: Fall	Cumulative OTA GPA: _____ Check any of the following that are applicable: <input type="checkbox"/> Probation for a Course <input type="checkbox"/> GPA Probation <input type="checkbox"/> Cumulative GPA Warning <input type="checkbox"/> Cumulative GPA Suspension _____ Student Signature Date	Comments: _____ _____ _____ Advisor Signature Date
Technical Semester 1: Spring: _____	Cumulative OTA GPA: _____ Check any of the following that are applicable: <input type="checkbox"/> Probation for a Course <input type="checkbox"/> GPA Probation <input type="checkbox"/> Cumulative GPA Warning <input type="checkbox"/> Cumulative GPA Suspension _____ Student Signature Date	Comments: _____ _____ _____ Advisor Signature Date
Technical Semester 1: Summer _____	Cumulative OTA GPA: _____ Check any of the following that are applicable: <input type="checkbox"/> Probation for a Course <input type="checkbox"/> GPA Probation <input type="checkbox"/> Cumulative GPA Warning <input type="checkbox"/> Cumulative GPA Suspension _____ Student Signature Date	Comments: _____ _____ _____ Advisor Signature Date

HGTC OTA Lab Participation Form

Many of the program courses contain laboratory components that are a critical part of a student's occupational therapy assistant education. These labs provide the student with the opportunity to practice skills and treatment techniques.

I understand that while participating in the Occupational Therapy Assistant Program at Horry-Georgetown Technical College, I will be expected to participate in the roles of both patient and occupational therapy assistant for any treatment techniques taught in supervised laboratory sessions in this program including, but not limited to activities of daily living, hand over hand techniques, transfer techniques, thermal and electrical modalities, and therapeutic exercise. I will be required to:

- Perform and receive hands-on techniques that require contact with various parts of the human body that may be visible using draping, wearing shorts, or a halter top.
- Exhibit professional behaviors and monitor my actions and words to be respectful and appropriate at all times.
- Maintain confidentiality of any health or protected information obtained during laboratory sessions.
- Report to the appropriate instructor any conditions or possible contraindications that may preclude specific actions or treatments in the lab.

Follow all safety regulations regarding the use of equipment in the program laboratory.

Student Name (Print)

H Number

Student Signature

Date

HGTC OTA Program Release of Confidential Information

Policy:

In accordance with the Family Education and Privacy Act of 1974, the Occupational Therapy Assistant Program student must sign each of the selected items below.

Purpose:

To provide a means for the control of what personal information the student authorizes program faculty to release to future employers, other programs, family members, etc.

Documentation:

The following requires completion for each of the selected items.

Release of Personal and Academic Information

My signature, H number, and today's date authorize program faculty to furnish all information on academic, discipline, attendance, college credit, address, and any other pertinent information regarding any enrollment in the Occupational Therapy Assistant Program to prospective employers and/or college/university selection committees.

yes

no

Signature

H number

Date

Release of Personal Immunization Records, Background Checks and Urine Drug Screen

My signature, H number, and today's date authorize program faculty to furnish all information on immunizations to fieldwork education sites while enrolled in the Occupational Therapy Assistant Program.

yes

no

Signature

H number

Date

Release of Fieldwork Education Performance

My signature, H number, and today's date authorize program faculty to furnish all information regarding fieldwork education performance to prospective employers and/or college/university selection committees.

yes

no

Signature

H number

Date

Release of Liability

My signature, H number, and today's date authorize program faculty and program students to perform appropriate occupation therapy procedures for educational purposes during classroom and laboratory instruction as well as practical examinations and competency exams.

yes

no

Signature

H number

Date

Non-Student Informed Consent to Participate in Classroom/Laboratory Exercises for Educational Purposes

I consent to participate in Occupational Therapy Assistant Program classroom and laboratory courses for educational purposes only.

I attest that I am not being treated for any medical condition and no member of the faculty has promised treatment for any medical condition during classroom or laboratory experiences.

I am aware that the information I share with the program will be kept confidential and not shared with anyone outside the program and used only for educational purposes.

Every effort will be made to provide a safe environment and experience.

Student Name (Print)

H Number

Student Signature

Date

HGTC OTA Program Imaging Permission Form

I do hereby grant to Horry Georgetown Technical College, its successors, assigns, licenses, and any other designees, forever, the absolute right and permission to use, publish, and reproduce the use of videotapes, audio tapes, and photographs for instruction purposes and for performance review in all OTA program classes at the College's sole discretion.

I also hereby waive any right that I may have to inspect and/or approve the finished product or printed matter that may be used in connection therewith, or the use to which it may be applied.

Student Name (Print)

H Number

Student Signature

Date

SC Code of Laws, Article 27, The Lewis Blackman Hospital Patient Safety Act

The Lewis Blackman Hospital Patient Safety Act provides a risk-free mechanism for the right of patients to refuse to participate in fieldwork education:

The Lewis Blackman Hospital Patient Safety Act was enacted in South Carolina in 2005 to make clear the status and responsibilities of all clinical staff. This law provides the mechanism by which patients in a hospital or outpatient setting within a hospital are informed when students are involved in patient care. Identification badges must show the person's first and last name, and designation, i.e.: "occupational therapy assistant student." The South Carolina Hospital system complies with this law which states:

Section 44-7-3430

"All clinical trainees, medical students, interns, and resident physicians must be explicitly identified as such on their badges." This information must be clearly visible and must be stated in terms or abbreviations reasonably understandable to the average person, as recognized by the Department of Health and Environmental Control.

Section 44-7-3440

Except in emergency admissions, a hospital shall provide to each patient prior to, or at the time of the patient's admission to the hospital for inpatient care or outpatient surgery, written information describing the general role of clinical trainees, medical students, interns, and resident physicians in patient care. This document must be separate from the general consent for treatment.

Section 44-7-3450

Each hospital must provide a mechanism, available at all times, through which a patient may access prompt assistance for the resolution of the patient's personal medical care concerns.

For purposes of this section, 'mechanism' means a telephone number, beeper number, or other means of allowing a patient to independently access the patient assistance system and must not be construed as requiring a patient to request information or assistance in order to access the system; however, a clinical staff member or clinical trainee must promptly access the system on behalf of a patient if a patient requests such assistance. A description of this mechanism and the method for accessing it must be included in the written material described in Section 44-7-3440. The hospital must establish procedures for the implementation of the mechanism, providing for initiation of contact with administrative or supervisory clinical staff who shall promptly assess, or cause to be assessed, the urgent patient care concern and cause the patient care concern to be addressed."

I have received and read The Lewis Blackman Act. I acknowledge as an Occupational Therapy Assistant Student I must abide by The Lewis Blackman Act.

Student Name (Print)

H Number

Student Signature

Date

Harassment Policy of the SC State Board for Technical Comprehensive Education

Sexual harassment is defined as sexual discrimination where the harassing conduct creates a hostile environment. Therefore, unwelcome sexual advances, request for sexual favors, and other verbal and physical conduct of a sexual nature constitutes sexual harassment when the conduct is severe, persistent, or pervasive to limit an individual's ability to participate in or benefit from the educational environment.

Should I feel that I am being subjected to sexual harassment, I will file a complaint to Student Services according to HGTC [Procedure 9.3.7.4, Student Code Procedures for Addressing Alleged Acts of Sexual Harassment Under Title IX](#), as outlined in the college catalog. I understand that my complaint will remain confidential.

I have read Horry Georgetown Technical College's Sexual Harassment policy and agree to abide by it at all times.

Student Name (Print)

H Number

Student Signature

Date

OTA Program Release for Professional Reference

I authorize faculty of HGTC's OTA program to be a professional reference for future employers upon graduation.

This release is effective until a revocation of release is received in writing by the Program Chair.

Student Name (Print)

H Number

Student Signature

Date

OTA Program Complaint Form

Name of person filing complain: Date Received

Complaint Received via phone in person: location

via email other

Complain Origin clinic site student public HGTC employee

employer other

Complaint

Resolution

Follow Up

Completed By

Date