



**OCCUPATIONAL THERAPY ASSISTANT
PROGRAM**

Student Handbook

Class of 2027

Handbook reviewed and revised: August 2025

Disclaimer: This handbook was established by the KVCC Occupational Therapy Assistant (OTA) program and is not intended to supersede any policies or procedures held by MCCC, KVCC, EMCC, or YCCC. IT is intended to clarify and provide expectations and guidance for those choosing to engage in the OTA program. Students are held accountable to these expectations and policies upon admission to the OTA program.



TABLE OF CONTENTS

Welcome and Resources

- OTA Faculty Welcome Letter
- Handbook Purpose and use
- Introduction
- Faculty Information
- KVCC OTA Program Website
- Resources in OT

KVCC- Institutional Information

- History
- Mission Statement
- Vision Statement
- Values
- Institutional Accreditation
- Institutional Policies:
 - Student Code of Conduct
 - Sexual Harassment
 - Academic
 - Grievance
 - Tobacco
 - Weapons on Campus
 - Confidentiality/HIPAA/FERPA Policies
- Students with Disabilities
 - Statement of Equal Opportunity
 - Students with Disabilities Policy
 - Notice of Non-Discrimination
- Campus Closings
- Emergency Preparedness
- Critical Incident Report
- Accident/Health Insurance
- Professional Liability Insurance
- Graduation and Transcript Requests

KVCC Occupational Therapy Assistant Program

- Program Description
- The OTA program:
 - Mission Statement

- Program Vision
- Philosophy Statement
- Program Goals
- Curriculum Goals
- Curriculum Design
- OTA Program Accreditation
- KVCC OTA Program Faculty
- OTA Program Facilities
 - Campus Maps
 - Library Services
 - Student Support and Success Resources
- OTA Advisory Board
- OTA Admissions Policy/Advisee Assignment Process
- Advising
- Registration
- Estimated Student Cost
- Program of Study
- ACOTE B Standards Exemplar by Course
- Course Descriptions
- Academic Standards Policies and Procedures
 - Grading Requirement
 - Graduation Requirement
 - Objectives and Competencies needed for Graduation
- Essential Skills for Progression in the OTA program
 - Cognitive
 - Sensory
 - Physical
 - Interpersonal/behavioral communications
 - Professional
 - Environmental Context
- Personal Performance Summaries (PPS)/Exit Interviews
- OTA Program Grading Criteria Clarification
- Grading Scale
 - Grading Rubric
 - Participation Rubric
 - Professionalism Rubric
 - Essential Performance Skills Rubric
 - Minimal Passing Grades/Grading Criteria
- Strategies for Student Retention
- Examination Standards
- Lab Practical Examination Standards
- Course Completion Requirements
- OTA Artificial Intelligence Policy
- Technology Requirements
- Campus Closing
- Service Learning Policy
- Late Assignment Policy
- Dismissal Policy

Inactive Status Policy
Withdrawal Policy
Student Withdrawal by Default
Readmission Policy
Reintegration Plan
Fieldwork Reintegration Plan
OTA Grievance Policy
Academic Grievance
OTA Program Conflict Resolution and Program Grievance
Attendance
Time Management
Communication
Professionalism
Confidentiality/HIPAA/FERPA
Brightspace Learning management System
The Virtual Classroom
The Virtual Classroom Guidelines
Technology & Social Media Etiquette
Professional Dress and Hygiene (Dress Guidelines)
Fieldwork Dress Code
OTA Student Name tags

Student Guidelines and Policies for OTA Program/Lab

OTA Program Fieldwork Manual

FW I and II Descriptions
Immunizations
CPR
Blood Borne Pathogens
Background Checks
Fingerprinting
Criminal Background/Felony Conviction
Costs
Fieldwork Readiness
Communication
Minimal Passing Grades/Grading Criteria
FW Failure and Return to the OTA Program
Attendance
FW Inclement Weather Policy
Social Media/Cell Phone Use on Fieldworks
Travel/Living Expenses
Critical Incident Reporting
Medical/injury/Illness Reporting
FW Dress Code
OTA Name Tags

After Fieldwork

- Graduation Activities
- Transferability of Credits

Associations and Clubs

- Student Occupational Therapy Association
- KVCC Clubs/Organizations
- Professional Organizations and expanded educational opportunities

Belonging to the OT Profession

- Licensure and Board Certification Process: KVCC to Licensure
- Grounds for Board Certification and Licensure Denial

Documents that Support Student Professional Development

References



Greetings OTA Student,

Welcome to the Kennebec Valley Community College Occupational Therapy Assistant program, and more generally to the Occupational Therapy profession as a whole. Occupational Therapy is a creative, exciting, rewarding profession, and we, the faculty, whole heartedly welcome you into it. The OTA program is a demanding program but is definitely worth the investment. Because we recognize the demands that it holds, please do, first and foremost know that you now have a team to collaborate and utilize, that team consisting of you, your peers, your faculty, the advising center and student success center, the library/librarian, the academic dean, and counseling services too. Please do not hesitate to take advantage of the resources that are available at your fingertips, literally!!!

Within this document, the OTA Student Handbook, you will find a plethora of resources that can assist you throughout your tenure in the OTA program. It should be used in conjunction with the KVCC Course Catalog, KVCC Student Handbook, and KVCC Website. This handbook provides you with information about the OTA program, its philosophy of learning, the curriculum design, departmental and institutional policies and procedures, outlines overall expectations of students within the OTA program, and offers information about campus resources. It is an important document to reference frequently as questions arise, or more information is needed. You are responsible to know the information, policies, and procedures that are contained within it.

We hope you find the next 21 months filled with exciting, unique, and life-changing learning experiences.

Congratulations and again, Welcome! We cannot wait to be part of this journey with you!

Kara and John

The **purpose** of this handbook is to act as a guide for students, to assist with providing answers to questions that are commonly encountered, and to provide information that will support their academic success. This information includes some that is focused on all students who engage in academic pursuits at KVCC, and some information that is specific to the OTA program.

Each student is responsible for reading, gaining understanding of, and abiding by the KVCC policies and procedures, requirements, and deadlines as outlined in the KVCC Course Catalog, KVCC student handbook, and the KVCC OTA student handbook. Students who claim to be



unaware of a policy that is contained within this document are not excused from complying with the policy. If any portion of this document is unclear, a student ought to request clarification as soon as possible. All OTA faculty are more than happy to assist in providing clarification or reaching out to those who

may better provide clarification. All students are required to sign an acknowledgement of understanding by the 2nd week of fall semester.

KVCC and the OTA program reserve the right to, as necessary, to:

1. Change or modify the tuition/fee schedule
2. Change or modify any policy/procedure
3. Change or modify any course, program of study, degree, or any requirement associated with the specific program or institution overall.

It is the students' responsibility to be aware of information provided within this OTA Handbook.



INTRODUCTION

This handbook is written for the students enrolled in the Occupational Therapy Assistant (OTA) program at Kennebec Valley Community College. It is to be used in conjunction with the KVCC student handbook and KVCC College Course Catalog. It is designed to answer purpose, policy, and procedural questions that might arise during the course of student life while enrolled in this program. Because it is designed for you, the student, we hope that you will share your input with the OTA faculty to help ensure the usefulness of this booklet.

The OTA faculty provides students with a caring but stimulating environment in which to learn, live and thrive. We are focused on each student's success. We believe that in order to care for others that you make the commitment first to care for you—mind, body and spirit.

Respect, teamwork, and collaboration between students and students, students and faculty, and students, faculty, and fieldwork educators are among the valued components of the program. Remember, we as faculty will commit to giving you an excellent education but you are the person in charge of your learning.

FACULTY INFORMATION

Home Campus:

Kara Weisher, MOT, OTR/L
OTA Program Director
Averill Building, Room 204
kweisher@maineccc.edu
453-5023

John Krasnavage, BA, COTA/L, MHRT/C
Academic Fieldwork Coordinator
Averill Building, Room 204
jkrasnavage@maineccc.edu
453-5172

Adjunct Faculty:
Mary Miller, COTA/L
Specialty: Pediatrics
mmiller@maineccc.edu

KVCC Lab Assistant

Melanie Turner, COTA/L
Specialty: Physical Disabilities, Geriatrics
mturner@maineccc.edu

Satellite Lab Campuses:

EMCC Lab Assistant
TBD

YCCC Lab Assistant
TBD

Please refer to each course within Brightspace for faculty office hours as they change semester to semester. This information can be located on the first page of the syllabus for each course.



KVCC OTA PROGRAM WEBSITE

Home: <http://www.kvcc.me.edu/Pages/Occupational-Therapy-Assistant/Occupational-Therapy-Assistant-Home>

Important Information: www.kvcc.me.edu/Pages/Occupational-Therapy-Assistant/important-information

IMPORTANT RESOURCES IN OCCUPATIONAL THERAPY:

American Occupational Therapy Association: <https://www.aota.org>

Maine Occupational Therapy Association: <https://www.maineot.org>

National Board for Certification in Occupational Therapy: <https://www.nbcot.org>

Maine State Board of Occupational Therapy Practice:
<https://www.maine.gov/pfr/professionallicensing/professions/board-occupation-therapy-practice>



INSTITUTIONAL INFORMATION:

KVCC HISTORY

KVCC was organized in 1969 by the 104th Maine Legislature and first classes began in the fall of 1970, with 35 full-time and 131 part-time students. Since then, KVCC has undergone many changes and has grown to an enrollment of over 2,500 full and part-time students enrolled in credit courses on average. In addition, KVCC offers a comprehensive schedule of continuing education courses and business and industry outreach programs.

The College is accredited by the [New England Commission of Higher Education](#) (NECHE); the Accreditation Council for Business Schools and Programs; the Maine Board of Emergency Medical Services; the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM); the Commission on Accreditation of Allied Health Programs on recommendation of the Medical Assisting Education Review Board; the Maine State Board of Nursing; the National League for Nursing Accrediting Commission; the Accreditation Council for Occupational Therapy Education; the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association; the Joint Review Committee on Education in Radiologic Technology (JRCERT); North American Board of Certified Energy Practitioners (NABCEP); and the National Institute for Metalworking Skills (NIMS) Inc.

KVCC MISSION STATEMENT

Kennebec Valley Community College prepares students to achieve their educational, professional, and personal goals in a supportive environment inspired by shared values of responsibility, integrity, and respect.

<https://www.kvcc.me.edu/about-kvcc/history-mission/>

KVCC VISION STATEMENT:

For our Institution:

To be recognized as a leader in educational excellence and innovation in Maine.

For our graduates:

To utilize their education and knowledge for productive and responsible citizenship.

KVCC Values:

- Integrity
- Excellence in teaching
- Emerging Technology
- A student-centered environment
- Diversity
- Intellectual inquiry
- A culture of civility, cooperation, and collegiality
- A welcoming atmosphere for all newcomers
- A strong work ethic
- Creation of opportunities for self-fulfillment and life-long learning
- Personal Wellness

ACCREDITATION INFORMATION:

KVCC is accredited by:



New England Commission of Higher Education

3 Burlington Woods Drive, Suite 100

Burlington, MA 01803-4514

855-886-3272 781-425-7785

New England Commission of Higher Education, <https://www.neche.org>



Important KVCC Policies for Students to know about:

Please see the KVCC student handbook or EXPLORE “About KVCC” on the homepage. If you then open “consumer information” you will have access to KVCC Policies.

The KVCC Policy Manual is available through the KVCC libguides at:

<https://kvvv=me.libguides.com/c.php?g=1352251&p=9981097>

The KVCC Student handbook is updated on a yearly basis and is available under faculty and staff resources on the KVCC Homepage, if you look under the heading of academic information, it is there.

STUDENT CODE OF CONDUCT

The purpose of the Student Code of Conduct is to establish an atmosphere of mutual respect. The Code contains a set of principles and guidelines that define how students are expected to interact with one another.

The Code applies to all students, clubs & organizations including events sponsored by the College yet occurring off campus.

- I. **PURPOSE OF CODE** The College requires students to conduct their affairs with proper regard and mutual respect for the College and the members of its community. In seeking to encourage responsible conduct, the College will rely upon counseling and admonition. When necessary, the College will use this Code in a prompt, fair and impartial manner to: 1) ensure the orderly administration of the College’s academic, athletic and social offerings; 2) secure the opportunity of all students to pursue peacefully their educational objectives; 3) protect the health, safety and welfare of the College and the members of its community; and 4) maintain and protect the real and personal property of the College and the members of its community. This Code applies in addition to other College and System policies and regulations, local ordinances, and state and federal laws. Students whose conduct violates those authorities may also be subject to their sanctions and penalties. Finally, the Residence Hall Agreement between a student and the College imposes similar but additional responsibilities and obligations, and students whose conduct violates both that Agreement and this Code may be disciplined by the College under either or both.

- II. PERSONS GOVERNED BY CODE As used in this Code, “student” means any person who
- a) has been notified of admission to a College; b) is taking courses or otherwise pursuing studies at or through a College; c) has a continuing relationship with a College even if not officially enrolled for a particular term; or d) has withdrawn from a College while a disciplinary matter is pending. This Code applies to students and to organizations that are student organizations at the time of the alleged conduct. Students and student organizations are also responsible for the conduct of their guests, and this Code may be invoked against students and student organizations whose guests violate the Code. When a student is alleged to have violated the Code at a College other than the College in which the student is enrolled, the violation will be referred for disposition to the student’s campus of enrollment.
- III. CONDUCT GOVERNED BY CODE This Code applies to conduct, wherever it occurs, that:
- 1) involves the real property owned, occupied or otherwise used by the College;
 - 2) involves the personal property owned, occupied or used by the College community;
 - 3) involves a College or College related activity, event or function;
 - 4) poses an imminent or substantial threat to persons or property in the College community; and/or
 - 5) otherwise interferes with the objectives or adversely affects the interests of the College or members of its community.

Examples of violations of this Code include, but are not limited to:

A. Fraudulent conduct, which includes, but is not limited to:

- 1) supplying or assisting to supply false information to College personnel;
- 2) violating a professional code of conduct or ethics;
- 3) unauthorized representation of the College or its personnel;
- 4) failing to identify oneself to College personnel; and/or
- 5) tampering with or falsifying official documents or records. Allegations of plagiarism, cheating and other forms of academic misconduct shall first be handled pursuant the MCCC policies on academic misconduct and/or student issues arising at clinical affiliates which provide(s) for specific procedures and sanctions. Once the procedures and sanctions of those policies have been applied, the provisions of this Code shall apply.

B. Conduct that disregards the welfare, health or safety of the College community, which includes, but is not limited to:

- 1) assault, harassment or intimidation;
- 2) false reports of fire or other dangerous conditions;
- 3) unauthorized use or possession of weapons, explosive components or chemicals, including fireworks, firearms, explosives, gas or compressed air;
- 4) disturbing authorized activities or the peaceful operation of the College;
- 5) use, possession, sale or distribution of alcoholic beverages or drugs as prohibited by law or College policy;
- 6) being under the influence or knowingly in the presence of drugs or alcohol while on College property or at College related events;

- 7) action prohibited by health or safety regulations;
- 8) creation of a fire hazard or other dangerous condition;
- 9) restriction of vehicular or pedestrian traffic flow into or out of College property or facilities;
- 10) action that produces mental or physical discomfort, embarrassment, harassment or ridicule to any member of the College community;
- 11) intentionally placing a person or persons in reasonable fear of physical harm;
- 12) lewd or indecent behavior;
- 13) tampering with fire or safety equipment;
- 14) parking violations;
- 15) disobeying the lawful order of College personnel; and/ or
- 16) any other conduct that threatens or endangers the health or safety of one's self or others.

C. Improper use of property, which includes but is not limited to

- 1) misuse, destruction, defacement or unauthorized requisition, removal or use of College or College community property;
- 2) unauthorized presence on College property; and/or
- 3) violation of College or System computer use policies.

D. Other conduct that interferes with the orderly business of the College, which includes, but is not limited to

- 1) interference with or interruptions of classes and other college activities;
- 2) failure to comply with a sanction or special terms and conditions of admission, enrollment and/or participation imposed by the College;
- 3) interference or refusal to cooperate with an inquiry under the Code;
- 4) continuous violations of the Code;
- 5) aiding, abetting or inciting others to commit or cover-up a violation of the Code;
- 6) retaliation against a person for reporting an alleged violation of the Code;
- 7) acts of discrimination in violation of College or System policy;
- 8) conduct prohibited by civil or criminal law;
- 9) conduct that constitutes "special circumstances" as set forth in MCCS Policy 504, Section B.3.a-g; and/or
- 10) conduct prohibited by College or System policy.

E. Sexual misconduct and sexual assault, as defined in and governed by MCCS

Procedure 202.2 and MCCS Procedure 501.1. F. Sexual harassment, as defined in

MCCS Policy 202 and governed by MCCS Procedure 201.1/202.1 and MCCS

Procedure 202.2. G. Dating violence, domestic violence and stalking, as defined in

and governed by MCCS Procedure 202.2 and MCCS Procedure 501.1. Acts of sexual

harassment, sexual assault, dating violence, domestic violence and stalking within

the scope of Title IX's prohibitions are governed by MCCS Procedure 202.2. All other

such conduct, excluding sexual harassment, is governed by MCCS Procedure 501.1.

Sexual harassment outside the scope of Title IX is governed by MCCC Procedure 201.1/202.1. The College will determine the applicable procedure after review of the alleged conduct.

IV. SANCTIONS FOR CODE VIOLATIONS

Students who violate this Code may be subject to one or more sanctions which include, but are not limited to:

- 1) an apology;
- 2) reprimand;
- 3) probation;
- 4) work or service requirement;
- 5) restitution;
- 6) fine;
- 7) prohibition from College classes, functions or facilities;
- 8) special terms and conditions of enrollment and/or participation;
- 9) forfeiture of room fee, room deposit and security deposit;
- 10) suspension or dismissal from a portion of the College;
- 11) suspension or dismissal from the whole of the College;
- 12) revocation of admission or a degree;
- 13) withholding a degree; and/or
- 14) any other action as the College deems appropriate.

The Dean of Students may suspend immediately a student if the Dean determines that the student's presence at the College poses an imminent threat of harm to self or others, or to property in the College community. Such suspension shall take effect when so designated and may not be stayed pending appeal unless otherwise determined by the College President.

V. PROCEDURE

A. General In applying the provisions of this Code, MCCC accords students alleged to have violated this Code the following opportunities. First, students have the opportunities to be advised of the charges and the nature of the evidence against them, and be heard before an impartial decision-maker. Second, students have the opportunities to have sanctions based on substantial evidence (a standard of "more probable than not"); the decision explained in writing; and, in a Stage Two proceeding, have questions asked of opposing witnesses. Finally, students have the opportunities to be assisted by a person who may observe the proceeding and advise the student, but who may not speak on behalf of the student or otherwise participate in the proceeding. In cases where suspension or dismissal is likely or where criminal charges are pending, such an assistant may be an attorney, but such an attorney shall not be at the college's expense.

B. Stage One The College Dean of Students ("Dean") and/ or Disciplinary Officer ("Officer") (collectively "Investigator") shall investigate alleged violations of this Code. Such inquiries shall include notice to the student of the: 1) complaint; 2) Code

sections that may have been violated; and 3) possible sanctions that may be imposed. The student shall be given an opportunity to be interviewed. The Investigator may consider any information that the Investigator believes may be relevant and reliable information in determining whether it is more probable than not that the alleged conduct occurred, and that such conduct violated the Code. Upon concluding the inquiry, the Investigator shall notify the student in writing of the Investigator's findings of fact, Code provision(s) violated, if any, and a sanction(s), if any. The Investigator's decision shall take effect when so noted. Sanctions, other than interim suspension, may, in the discretion of the Dean, be stayed during any appeal. The Dean, but not an Officer, may at this stage impose a sanction of dismissal or suspension.

C. Stage Two A student who does not accept discipline imposed at Stage One may request a Stage Two proceeding. A person materially affected by the alleged Code violation (such as the victim of the alleged conduct) may request a Stage Two proceeding in order to review a Disciplinary Officer's decision either to dismiss or impose a relatively low sanction in the case.

1. Request A request for a Stage Two proceeding must be submitted in writing to the Dean within two (2) school days following the day the student receives the Investigator's written decision, and must state specifically the grounds for the request. A student who fails to file a proper and timely request may be deemed to have waived the right.

2. Committee A Stage Two proceeding shall be heard by a Disciplinary Committee ("Committee") which shall consist of at least three and not more than five members, each appointed by the College President. At least one member should be a faculty member and one member may be a student. The President shall appoint a Chair.

3. Hearing After receiving the student's request, the Committee Chair shall notify the student, Dean and/or Officer of the time and location for the hearing. A hearing shall be held as soon as practical and shall proceed as follows: The Committee Chair shall preside; the Dean and/or Officer will present the charges, information and findings against the student; the student will respond to the case presented by the Dean and/or Officer; and the Dean and/or Officer and student may then each summarize orally their position. All or a portion of the hearing may, at the discretion of the Committee, be closed to persons other than those recognized by the Chair. If a student does not attend the hearing, the Committee may commence the hearing or continue the hearing to a later time or date. Only the members of the Committee may pose questions to the witnesses or parties. The Committee is not bound by court rules of evidence or procedure.

4. Decision The Committee will convene in closed session to find facts and determine any Code violation(s). The Committee may consider any relevant and reliable information in determining whether it is more probable than not that the alleged conduct occurred, and that such conduct violated the Code. The Committee is not bound by the Investigator's findings and sanctions. The Committee may impose any appropriate sanction up to and including dismissal. Disciplinary sanctions

imposed by the Committee take effect immediately unless otherwise specified. A majority of Committee members present and voting will prevail.

D. Stage Three A student may appeal to the College President only a Committee sanction of suspension or dismissal from the College. Such appeal must be submitted in writing to the President within two (2) school days following the day when the student receives the Committee's written decision, and must state specifically the grounds for appeal. Such appeals shall be limited to the Committee's procedures and the appropriateness of the sanction. A student who fails to file a proper and timely appeal may be deemed to have waived the right to appeal. The President may also grant a request by a person materially affected by the alleged Code violation to review a decision of the Disciplinary Committee to dismiss a case or to impose a relatively low sanction. In all cases, the President shall issue a written decision as soon as practical after the hearing. The President is not bound by the decisions of either the Investigator or Committee

VI. NOTICE AND RECEIPT OF NOTICE

A College may provide a notice under this Code to a student either in person or to the student's most recent electronic, campus or U.S. mail address on file at the College. A student will be deemed to have received such notice immediately when informed in person; within 24 hours when notified by electronic or campus mail; and within 72 hours of the date of mailing when notified by U.S. mail. In all instances, a student has an affirmative duty to remain in contact with the College while a matter is pending under this Code.

VII. COORDINATION OF THIS CODE WITH THE MCCS POLICY ON SPECIAL CONDITIONS

When the student conduct at issue involves "special circumstances" as described in MCCS Policy 504, the College may seek guidance from the provisions of that policy.

VIII. CERTAIN ATHLETIC DETERMINATIONS The provisions of this Code apply to misconduct related to participation in athletics. The procedures of this Code do not, however, apply determinations of whether a student may be a member of, or receive playing time for, a college athletic team because the student has engaged in conduct detrimental to the team. Those determinations shall be made by the coach, provided that the affected student may appeal the coach's decision to the College Dean of Students. For purposes of this provision, "conduct detrimental to the team" includes, but is not limited to, conduct that is unsportsmanlike to fans, officials or opposing coaches or players; disruptive to practices and other team events; brings disruption or disrepute to the team through misconduct or violations of law, College or System policy; or is otherwise contrary to the principles taught through athletic competition, such as reliability, diligence, commitment, teamwork and the willingness to take seriously the duty to represent the College honorably during competition. Each College may adopt a more specific definition of "conduct detrimental to the team" that furthers the educational purposes of athletic competition.

IX. TRAFFIC VIOLATIONS A student violation of a rule governing a moving, parked or standing vehicle on property owned, operated or under the control of the MCCS shall be processed under this Code only if the sanction sought by a college is suspension or expulsion from college for that violation. In all other cases, a college shall provide a process that permits a student an informal opportunity to contest the alleged violation before a person designated by the college to hear such contests. X.

DEFINITIONS The following terms have the following meanings when used in this Student Code of Conduct, unless the context indicates otherwise: “Code” means this Student Code of Conduct; “College” means a college of the Maine Community College System; “College Activity” means an activity under the auspices of the College, including activities of students and student organizations; “College Community” means any person or organization that attends, performs services for, is employed by, visits or otherwise uses the College; “College Personnel” means any instructor, administrator, employee, committee or contractor of the College or System; “Course” means any class of instruction, regardless of credit, offered by the College; “President” means a College President; “Property” means the real and personal property controlled through ownership, rental, charter or other means by the System, College, State of Maine or a member of the College Community. “Property” includes written documents and computer programs, files and resources; “School Day” means a day that the College is open for instruction; “Student Organization” means an organization that acts or purports to act for a student in matters regarding the College; and “System” means the Maine Community College System.

REFERENCES: 20-A M.R.S.A. §12706(7); MCCS Policy 504 DATE ADOPTED: June 24, 2009 DATE(S) AMENDED: April 28, 2010; June 22, 2011; May 3, 2013; June 25, 2014; June 21, 2017; July 8, 2020

Please find and read this document in the KVCC student handbook or view in the KVCC website [Policy-501-Student-Code-of-Conduct.pdf \(me.edu\)](#)

SEXUAL HARRASSMENT

Student Sexual Misconduct and Assault, Stalking, and Relationship Violence (501.1)

PURPOSE: To define and proscribe non-consensual sexual activities, stalking, dating violence and domestic violence not governed by Title IX A. Introduction This procedure governs acts by students of nonconsensual sexual conduct, dating and domestic violence and stalking that do not fall within the scope of Title IX of the Education Amendments of 1972. Such acts within the scope of Title IX are governed by MCCS Procedure 202.2. This procedure supplements the MCCS Student Code of Conduct (“Code”) by defining the prohibited acts of non-consensual

sexual conduct, dating and domestic violence, and stalking governed by this procedure; explaining the procedures that will apply to the handling of such alleged violations; and providing important additional information to all students. The definitions of prohibited conduct governed by this procedure reflect Maine law where applicable and may differ from the federal definitions required in Procedure 202.2.

Sexual Harassment (202)

PURPOSE: To define and prevent sexual harassment. Sexual harassment, a form of sex discrimination, is a violation of state and federal law and a violation of this policy when engaged in by employees or students. For purposes of this policy, “sex” includes gender as well as sexual orientation, gender identity and gender expression. Any Maine Community College System employee or student who violates this policy or the applicable laws will be subject to disciplinary action.

College Procedure for Discrimination, Harassment , Sexual Harassment and Affirmative Action Complaints (202.1)

PURPOSE: To establish a procedure for each College when receiving and investigating student, employee, applicant and any other complaints regarding discrimination, harassment, sexual harassment and affirmative action This procedure does not apply to allegations that meet the Title IX definition of sexual harassment as set forth in MCCS Policy 202 section B. Such allegations are governed by MCCS Procedure 202.2. Harassment, including sexual harassment, (hereinafter collectively called “harassment”) and discrimination (including retaliation, intimidation and coercion) on the basis of race, color, national origin, age, ancestry, genetic information, sex, religion, veteran status, sexual orientation, including gender identity or expression, familial status and disability (hereinafter called “discrimination”) are a violation of certain federal and/or state laws, as well as certain Maine Community College System (“MCCS”) and College policies. In addition, federal and/or state law require in some, and permit in other, instances the MCCS and Colleges to engage in affirmative action in its educational and employment activities. Except as otherwise provided, this document establishes the procedure for each College in receiving and investigating complaints brought by a student, employee, applicant or any other person (hereinafter the “complainant”) that allege harassment or discrimination by a College student, employee, contractor or other agent (hereinafter the “respondent”). This procedure also applies to complaints regarding the College’s use of affirmative action which, for purposes of this procedure, shall be processed in the same manner as a complaint alleging discrimination.

Title IX Sexual Harassment Procedure (201.1/202.1)

PURPOSE: To define and proscribe sexual harassment. This Procedure applies solely to allegations of sexual harassment that fall within the scope of Title IX of the Education Amendments of 1972. Under Title IX, discrimination in the form of sexual harassment is conduct, on the basis of sex, that effectively denies a person equal access to an MCCS

educational program or activity. That conduct might be (a) quid pro quo; (b) unwelcome conduct that a reasonable person would deem severe, pervasive, and objectively offensive; or (c) sexual assault, dating violence, domestic violence, or stalking. The purpose of this Procedure is to define the reporting, investigation and adjudication procedures that govern MCCS' handling of sexual harassment allegations within the scope of Title IX and to provide guidance on the application of those procedures. Allegations of sexual harassment outside the scope of Title IX are governed by MCCS Procedure 201.1/202.

Please find and read this information in the KVCC Student handbook or on the KVCC website [Policy-202-Sexual-Harrassmant.pdf \(me.edu\)](#) and the Sexual Harassment Procedure [Procedure-202.2-Title-IX-Sexual-Harassment-Procedure.pdf](#)

POLICY ON ACADEMIC DISHONESTY

Academic Dishonesty Students at Kennebec Valley Community College are expected to be honest and forthright in their academic endeavors. Since assignments, papers, computer programs, tests and discussions of college course work are the core of the educational process, KVCC demands the strictest honesty of students in their various academic tasks. To ensure that the standards of honesty essential to meaningful academic accomplishment are maintained, the College has set forth this policy that relates to all academic endeavors on or off campus (i.e. classroom, clinical and work sites). The College considers the following as types of academic dishonesty:

CHEATING

Cheating is an act of deception by which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered. Examples of cheating may include:

- Copying from another student's test paper. • Allowing another student to copy from a test paper.
- Using the course textbook or other material such as a notebook brought to a class meeting, but not authorized for use during the test. • Collaborating during a test with any other person by giving or receiving information without authority.
- Using specifically prepared materials during a test, (e.g., notes, formula lists, notes written on the student's clothing, etc.).

FABRICATION

Fabrication is the intentional use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include:

- Citing information not taken from the source indicated.
- Listing sources in a bibliography not used in the academic exercise.
- Inventing data or course information for research or other academic exercises.
- Submitting, as your own, any academic exercises (e.g. written work, computer work, etc.) prepared totally or in part by another.
- Taking a test for someone else or permitting someone else to take a test for you.

PLAGIARISM

Plagiarism is the presentation of someone else's words, ideas, or data as one's own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate and specific citation of sources in endnotes or footnotes. If verbatim statements are included, they must be set off by quotation marks. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness.

ACADEMIC DISHONESTY PROCEDURES

If an instructor can reasonably demonstrate that a student violated the policy on academic dishonesty, the faculty member shall immediately inform the student and discuss the circumstances. The department chair shall determine that:

- no further action is necessary; or
- required work will be resubmitted with appropriate changes; or
- the student will receive a failing grade in the work submitted on the assignment; or

In the case of a repeated offense, cheating on a final examination and/or plagiarism on a major project, the instructor will notify the department chair, the Academic Dean and the student of the intent to fail that student in the course for which the work was done. Documentation supporting the charge is to be available upon request by the parties concerned. The Academic Dean, having been informed of the case may decide to:

- suspend; or
- expel the student.

The Academic Dean will inform the student(s) in writing of this decision.

ACADEMIC DISHONESTY APPEAL PROCESS A student may appeal a decision of expulsion or suspension from the College. The student will have ten (10) days to appeal, in writing, a decision to suspend or expel. If the student decides to appeal the decision of the Academic Dean in cases dealing with suspension or expulsion from the College, the Academic Dean shall convene a review committee consisting of three faculty members (two from the department involved) and two students. The committee shall invite the student and the instructor to address the suspension or expulsion but shall deliberate in private. If the review committee is convened, it shall make a written report to the Academic Dean. The report may recommend a sanction. The Academic Dean shall make the final decision regarding sanction and shall inform the student immediately.

Please find and read this information in the KVCC website at:

https://kvcc-me.libguides.com/ld.php?content_id=73733728

ACADEMIC GRIEVANCE

Academic Grievance When a question or difference arises between a faculty member and a student concerning a final grade, the following procedure will be followed:

1. Within one week of receiving a grade, the student must make an appointment and meet with the faculty member involved to discuss the action, bringing any relevant materials such as course outline, originals, or copies of papers, lab reports, themes, and examination grades.

2. Within one week of meeting with the faculty member, if not satisfied at Step 1, the student must write a statement describing the exact nature of the appeal to the chair of the department responsible for the course in order to appeal the action. It is the student's responsibility to bring all relevant evidence in his or her possession to the Department Chair. If some materials needed as evidence have not been returned by the faculty member during the semester or are unavailable, it is incumbent upon the student to request that the Department Chair secure such evidence prior to the meeting. The Department Chair will meet with the student within three days of receipt of written statement. If the grading faculty member is still employed by the College, the Chair's authority is limited to reviewing the evidence and advising the faculty member (within three days of meeting with the student) that a grade change may be in order. The student will be notified on the following day. If the faculty member is no longer employed, the Chair may recommend a change of grade. Such a recommendation is submitted and then reviewed by the Academic Standards Committee for final action within three days. The student will be informed that day.

3. Within one week of meeting with the Department Chair, if the student is not satisfied with the action of the Department Chair and still wishes to pursue the matter, then the student must make an appointment to discuss the action with the Academic Dean. The student and the Academic Dean will meet within three days of the student's request for an appointment. The Academic Dean will meet within three days with at least one member of the Academic Standards Committee to decide whether or not there is enough evidence to call a meeting of the Committee for the purpose of holding a hearing. The Dean then advises the student and committee members the next day as to whether or not a hearing will be held. The Committee will meet within one week of notification to the student. If such a hearing is to take place, all parties involved are notified at least one week in advance. In this notification, the student is advised as to the rules and procedures to be employed during the hearing. The student must be present and must bring all evidence pertaining to the grade to this meeting. The Committee may also request that the faculty member be present. The Committee's decision is forwarded to the Academic Dean the following day. The Academic Dean informs the student in writing of the decision and all conditions within three days. The decision by the Committee is final.

Please see the KVCC Student handbook for more information regarding grievance policy and procedure. You can also find it as a KVCC policy 3.10 at https://kvcc-me.libuides.com/ld.pho?content_id=73737532

TOBACCO POLICY

The college/university has a 100% smoke and tobacco free campus policy that prohibits all smoking and use of all tobacco or marijuana products including cigarettes, electronic smoking devices, vape products, smokeless tobacco, and pipes, etc. on all KVCC properties, including buildings, parking lots and within privately or publicly owned vehicles on KVCC property, by any staff, students, visitors, contractors, etc.

The sale, advertisement, promotion and/or free distribution of all tobacco products, including electronic smoking devices and paraphernalia, is prohibited at all times.

The intent of this Tobacco Policy is to eliminate exposure to second-hand smoke, provide an environment supportive of tobacco-free lifestyles, eliminate the risk of accidental fire, eliminate the health risks associated with expectoration from smokeless tobacco, and eliminate the environmental impact of cigarette litter.

Violations of this policy will be handled through the established disciplinary procedures for employees and the Student Code of Conduct for students. Kennebec Valley Community College (KVCC) joins with the American College Health Association (ACHA) in supporting the findings of the Surgeon General that tobacco use in any form, active and passive, is a significant health hazard.

KVCC further recognizes that second-hand smoke has been classified as a Group A carcinogen by the United States Environmental Protection Agency. KVCC acknowledges the Centers for Disease Control and Prevention (CDC) statistics that 70% of all smokers report that they want to quit smoking completely.

Definitions and Clarifications:

- “Smoking and use of tobacco” is defined as the smoking or use of all tobacco products, including but not limited to cigarettes, cigars, pipes, spit and smokeless tobacco, chew, snuff, snus and all nicotine delivery devices that are non-FDA approved as cessation products.
- “Vape products” is defined as, but not limited to, nicotine and non-nicotine electronic cigarettes, personal vaporizers, or electronic nicotine delivery systems.

Please make yourself aware of KVCC's Tobacco policy and see the KVCC Student handbook for more information. All students must follow the Tobacco Policy on campus and the tobacco policies at all fieldwork sites. KVCC is a tobacco free campus. The policy is also available at: https://kvcc-me.libguides.com/ld.php?content_id=75621654

WEAPONS ON CAMPUS

To minimize the chance of violence on Kennebec Valley Community College campuses, employees, students, and guests are not permitted to bring any weapons on to College property. A weapon is defined as any item or combination of items or instrument used for offensive or defensive combat or other means of contending against another individual or

individuals. This policy serves to minimize any intended or unintended harm to any person on KVCC properties.

Please see the KVCC Student handbook or the KVCC policy available in libguides (https://kvcc-me.libguides.com/ld.php?content_id=75621646) for more information.

HIPAA and FERPA

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

[Non Discrimination Policy & FERPA - KVCC \(me.edu\)](#)

HIPAA and Students - What you NEED TO KNOW. . .

As a student performing duties you may have access to the protected health information (PHI) of patients/clients. The fact that an individual is or was a patient/client is PHI. Federal and state laws, including HIPAA and facility's policies and procedures protect the privacy and security of this PHI. It is illegal for you to use or disclose PHI outside of the scope of your student duties/role at any facility. This includes oral, written, or electronic uses and disclosures.

GUIDELINES FOR THE USE OF PHI

- ▶ You may use PHI as necessary to carry out your student duties.
- ▶ You may share PHI with other health care providers at the site for intervention purposes.
- ▶ You may NOT photocopy PHI.
- ▶ You may not photograph patients/clients.
- ▶ You must access only the minimum amount of PHI necessary to care for a patient/client to carry out your assignment.
- ▶ You may NOT record PHI (such as names, diagnoses, dates of birth, addresses, phone numbers, social security numbers, etc.) on any assignments you need to bring back to the classroom.
- ▶ You may only access the PHI of patients/clients for whom you are caring when there is a need for the PHI.
- ▶ Be aware of your surroundings when discussing PHI. For example: it is not acceptable to discuss PHI in elevators, bathrooms, cafeterias, other public places. You never know who is listening.
- ▶ When disposing of any documents with PHI, do NOT put them into a waste can or recycle bin. All PHI must be shredded.
- ▶ If you have any questions about the use or disclosure of PHI ask your supervisor.
- ▶ Faculty at KVCC is not automatically privy to PHI that you access on service learning or fieldwork.

There are civil and criminal penalties for the breach of unauthorized use and disclosure of PHI. Students in the OTA program are asked to sign a confidentiality and ethical agreement, not only in reference to their Fieldwork experience, but to apply to their in class/laboratory experiences as well.

Equal Opportunity

KVCC and the OTA program follow Maine Community College System Policy 201 in regards to non discrimination, equal opportunity, and affirmative action. See:

https://www.mymccs.me.edu/ICS/icsfs/Policy_201.pdf?target-e1ea570a-2038-4dc9-99c2-2aa1ec68086f

ACCESSIBILITY SERVICES (2025)

Pursuant to the Rehabilitation Act, the Americans with Disabilities Act and the Maine Human Rights Act, the College is committed to providing reasonable accommodations to students who have a documented disability and are otherwise qualified within the meaning of those laws. In accordance with state and federal laws, KVCC is committed to assisting students with disabilities to achieve their educational goals.

As a student with a documented disability, you may request reasonable accommodation (s) in this course to mitigate the effects of this disability.

To request accommodation (s), you must:

- Contact the Director of Counseling and Accessibility at 453-5150 or kvccaccessibility@mainecc.edu and make a request for accommodations.
- If approved for accommodations, you will be provided with an Accommodation Letter which must be delivered to faculty as soon as possible. Please note: Accommodations cannot be provided until the letter is received.
- Make requests timely- Requests for testing room use must be made **no less than** five business days prior to testing date.

NOTICE OF NON-DISCRIMINATION, EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION (2025)

Kennebec Valley Community College is an equal opportunity/affirmative action institution and employer. For more information, please call 207-453-5019 or email cmckenna@mainecc.edu.

Counseling Services are available to students free of charge.

Affirmative Action Officer/Title IX Coordinator

CJ McKenna – Dean of Student Affairs

Enrollment Services Center, Frye Building, Fairfield Campus
92 Western Avenue, Fairfield, ME 04937-1367
Telephone: (207)453-5019
Maine Relay Service: 800-457-1220

Internet: <https://www.kvcc.me.edu>

and/or

United States Department of Education for Civil Rights

33 Arch Street, Suite 900

Boston, MA 02110

Telephone: (617)289-0111

TTY/TDD: (617)289-0063

Fax: (617)289-0150

E-mail: OCR.Boston@ed.gov,

Internet <http://www.ed.gov/about/offices/list/ocr/index.html?src=oc>

and/or

Maine Human Rights Commission (MHRC)

51 State House Station

Augusta, ME 04333-0051

Telephone:(207)624-6050

TTY/TDD: (207)624-6064

Fax: (207)624-6063

Internet: <http://www.state.me.us/mhrc/index.shtml>

and/or

Equal Employment Opportunity Commission

475 Government Center

Boston, MA 02203

Telephone: (617)565-3200 or 1(800)669-4000

TTY: (617)565-3204 or 1(800)669-6820

Fax: (617)565-3196

Internet: <http://www.eeoc.gov/>

[Non Discrimination Policy & FERPA - KVCC \(me.edu\)](#)

CAMPUS CLOSINGS

Available with the current student resources, under safety and wellness are closings and cancellations. You can also sign up for notifications in the KV ap. More information is available

within the policy: https://kvcc-me.libguides.com/ld.php?content_id=75621667 . All students in the OTA program will follow the inclement weather procedure of KVCC for classwork. Should a student attend a satellite lab, and engage virtually, any time KVCC campus is closed, there will be **no classes** available for all students. When the satellite campuses are closed, the lab will be closed associated with that campus (but will remain open for other campuses) and classes will continue to run (virtually) from the KVCC campus. Students are expected to attend from their residence/place of internet access or to access the recorded lecture when they can access reliable internet.

EMERGENCY PREPAREDNESS

Please take the time to familiarize yourself with the resources that are available to you while on the KVCC campus. The emergency procedures policy KVCC Policy 8.01 is available here: https://kvcc-me.libguides.com/ld.php?content_id=75621576

The Emergency response plan is available on the KVCC Website, under Life at KVCC>Campus Safety & Security. <https://kvcc.me.edu/life-at-kvcc/campus-safety-security/>

The OTA program complies with all KVCC safety policies. All faculty and students are required to read, understand and abide by KVCC's "Lock Down" policy and Emergency Evacuation policy and procedures. [ERT 1Page Overview.pdf \(me.edu\)](#)

Students who engage in class time or lab experiences on the satellite campuses are expected to abide by the respective institutional policies while on the campuses.

EMCC: Located in "student life", Campus Security Department.
<https://www.emcc.edu/student-life/resources/safety-security/>

YCCC – Located in "About Us", Safety and Security,
<https://www.yccc.edu/about-us/our-campus/safety-security/>

CRITICAL INCIDENT/INJURY REPORT

Any directly observed action or inaction by a student which jeopardizes the physical and/or emotional safety of another student, client, or other personnel will result in the filing of a Critical Incident Report by the instructor or Fieldwork Supervisor. All Critical Incident Reports will be reviewed by the Academic Fieldwork Coordinator, the Program Director, and the Academic Dean. This review process may result in the student being placed on probation for the remainder of the school year or dismissal from the program.

Forms that are used to report an incident or accident that occurs on campus are available on the KVCC website. They are located under Life at KVCC > Campus Safety & Security, scroll down to reporting forms and then choose either Injury Form or Incident Report Form.

ACCIDENTAL INSURANCE

Student Accident Insurance is required for all students enrolled in an academic program. An annual premium is assessed to the student's account. Coverage is August to August of each year. Students may not waive this insurance.

Any accident/injury incurred on campus or on fieldwork must be reported to KVCC immediately. (See Critical Incident/Injury Report)

PROFESSIONAL LIABILITY INSURANCE

Malpractice insurance is required by the College for all students in the health-related programs. This is a group policy with coverage to a limit of \$1 million per incident to a maximum of \$3 million per year. Coverage must be maintained through all semesters in which the student is enrolled.

Students should note that coverage is in force **ONLY** when acting as a student, and will **NOT** cover any aide, volunteer, service learning or paid positions held by the student.

GRADUATION AND TRANSCRIPT REQUESTS

Graduation:

Students graduating are required to complete a **graduation application** by the middle of March. Please make sure to be aware of this as graduation approaches. Information regarding this application is sent to you via your school email. Typically students are out on their level II fieldworks and thus may not be regularly checking their school emails. Please ensure that you do so that you do not miss important information. Graduation is typically the 2nd Saturday of May each year, although due to calendar changes variation may occur. Commencement is held at the Augusta Civic Center.

Transcripts:

Students requiring academic transcripts for any purpose (NBCOT, Licensure, Academic Institution change, etc.) can contact Enrollment services (207) 453-5134 or submit in person at the Enrollment Services Center in the Frye Building.

Transcripts can also be requested on line through a 3rd party vendor – Parchment. The information for how to accomplish this digitally is available on the KVCC website, under Academics > Related Resources > Registrar's Office . Transcript request or at <https://www.kvcc.me.edu/academics/ifnformation/registrars-office/transcript-request/>. There is a transcript fee for each request.



Occupational Therapy Assistant Program

Program Description:

KVCC OTA program utilizes a hybrid format, meaning students are able to engage in the didactic class time with their instructor on a virtual platform, engage in activities including certain lab activities virtually, and then to convene 1 -2 times a week, for courses with labs, on one of 3 campuses in the Maine Community College System (MCCS).

The lab opportunities are available on the campuses of:

- Kennebec Valley Community College (KVCC)
- Eastern Maine Community College (EMCC)
- York County Community College (YCCC) (TBD)

Students are welcome to attend any one of the 3 community college campuses to access virtual classroom time as well. Currently KVCC and EMCC are campuses that have OTA students enrolled. Fall 2026 plan is to have students at the YCCC Campus as well.

This program is a 21 month program from start to finish, with 5 semesters of coursework within the curriculum. A total of 70 credits is required for this degree, with 20 of the credits being corequisites/general education courses, and 50 credits being occupational therapy focused courses.



The Occupational Therapy Assistant Program at KVCC graduated its first class in 1994. It has been the only OTA program in the state of Maine to this date. It has maintained a long history of excellence in providing the state of Maine, and beyond, with competent entry-level practitioners. Graduates from this program receive an Associate in Applied Science Degree (A.A.S). This program aims to prepare its graduates to engage in the certification exam through the National Board for Certification in Occupational Therapy (NBCOT), whereby graduates can then pursue licensure in whichever state they plan to practice and engage in the provision of Occupational Therapy.

OTA Program Mission (2023)

The mission of the Occupational Therapy Assistant Program is to prepare students to become competent Occupational Therapy Assistants who will provide Maine with a cadre of qualified and dedicated occupational therapy practitioners to assist its citizens in achieving independence, wellness, and quality of life while maintaining individual choice, human dignity,

and personal satisfaction.

OTA Program Vision: (2023)

We envision all occupational therapy assistants (OTA), who are educated at KVCC, to be respected professionals, dedicated to person-centered interventions using cultural humility. We see OTAs as leaders and advocates who are creative problem solvers, effective communicators, passionate practitioners, lifelong learners, and logical thinkers ready to address Maine's (and beyond) occupational health needs of the present and future. Occupational Therapy Assistants will continue to be vibrant and valued partners in the Maine healthcare/wellness community ready to navigate as occupational therapy partners in a changing world.

OTA Philosophy Statement (2025)

Major Tenets:

1. Humans are unique occupational beings.
2. The diverse backgrounds and lived experiences of all students are valued.
3. Meaningful occupation is the core of Occupational Therapy practice.
4. People change their lives through:
 - Intrinsic and extrinsic motivation
 - Participation and engagement in occupation
 - Integration and application of learning
5. Education fosters clinical reasoning and integrates professional values, ethics, skills, and theoretical constructs.
6. The teaching/learning process is dynamic, involving experimentation, practice, repetition, knowledge sharing, and feedback.
7. Being, belonging, and becoming are essential for successfully integrating new members into the Occupational Therapy profession.
8. OTA education combines formal and informal learning experiences, promoting individual, social, and cultural growth, and laying the foundation for professional identity.
9. OT mentors inspire passion for OT, helping to form ethical thinkers, doers, and effective communicators.
10. Professional education prepares students to help future clients achieve health, wellbeing, and participation in life's occupations.

The philosophy of the Occupational Therapy Assistant Program aligns with the Philosophical Base of Occupational Therapy (2017) and the Philosophy of Occupational Therapy Education Statement (2018). It is grounded in Occupational Therapy principles, guided by the KAWA model and the Quality of Life Framework.

We view education as an evolutionary process, recognizing humans as holistic and unique beings capable of change through intrinsic motivation, engagement, and continuous

adaptation. We value mindfulness, integrity, commitment, and choice, emphasizing the importance of being, belonging, and becoming.

Knowles Adult Learning Theory reminds us that, as opposed to children whose brains are still developing around various key milestones, adults have fully developed frontal lobes and therefore different learning needs in the classroom. Our OTA program does overlap with older youth and adults and thus benefits from Knowles andragogy wherein learners have the opportunity to self-select many of their learning experiences and personal/professional goals. This coincides with Freirian pedagogy or the theories of bell hooks, both of whom support the notion of learners asserting their learning goals within the context of the expert's guidance. In OTA, we do this by allowing learners to self-select many project-based learning experiences, such as a cross-technical project wherein learners work with our 3D printing lab to print assistive devices for occupational therapy use that the learner selects to maximize their personal interests within the field.

The domain of Occupational Therapy is Occupation and the “just right fit” between humans, their occupations, and contexts. We acknowledge this “fit” as integral to the educational process. Education is seen as a lifelong process which integrates individual experience, the academic process, and social connectedness. Learning is accomplished through experimentation, practice, feedback, and support. Faculty stress the importance of meaning to promote the learning process. According to Vygotsky, learners also learn best when they are in their Zone of Proximal Development (ZPD) where the knowledge being attained is neither too easy (and thus uninteresting) nor too difficult (and thus discouraging). Faculty in OTA program are occupational therapy practitioners first and foremost and find resonance with Vygotsky's methods of teaching and learning. Clients, like learners, must work in stages beginning from a place proximal to their comfort zone but just beyond it and moving toward a place closer to mastery. Educationally, instructors provide the same experience for learners by diagnosing learner gaps through frequent formative assessments and Socratic learning dialogues and constantly adjusting our teaching opportunities to support each individual learner's experience. Distance-based learning assists with this as it allows us to create practice experiences that learners can engage as many times as necessary until they feel adequately prepared for summative learning demonstrations where they must show competency in a given aspect of the discipline.

Finally, Connectivist learning theory builds on Constructivism where learners construct learning on a mental spiral, building upward from basic concepts to more complex concepts that use previous concepts as a foundation. Connectivism extends this concept by taking advantage of the world of expertise that surrounds us. Learners today use web videos, tutorials, information-literacy-informed research, and even each other to ensure they are finding and delivering the best possible outcomes toward a specific learning goal. In our distance model, learners will use web-materials to construct connected learning in didactic discussions while also working with those near them physically in satellite areas and those at a distance via web-connecting tools to share in projects that expand knowledge and provide internal mentorship between learners both online and in satellite campuses. 

The OTA faculty is committed to the belief that meaningful occupation is at the core of Occupational Therapy practice. We see health and wellness on a continuum and view individuality, belonging, and collaboration as tools to support the socialization process into Occupational Therapy practice(becoming). We believe in creating a safe, respectful, and participatory learning environment to promote creative problem solving and critical thinking, both in person and on virtual platforms.

PROGRAM GOALS:

Educational Outcomes:

Upon successful completion of the Occupational Therapy Assistant program, a graduate is expected to:

1. Students will be prepared to successfully pass the National Board for Certification in Occupational Therapy (NBCOT) exam.
2. Demonstrate the use of professional values consistent with the American Occupational Therapy Association Core Values and Ethics Statements, that allow them to function ethically and responsibly by demonstrating tolerance and respect for diversity of culture, age, gender, and ability
3. Demonstrate effective communication with clients, families, supervisors, and other members of their work environment using cultural humility.
4. Employ critical thinking, logic, critical analysis, problem solving, and creativity within their scope of professional practice.
5. Identify and explore opportunities for lifelong learning through continuing education and professional competency as they relate to evidence practice and licensure requirements.
6. Demonstrate entry level competence as an Occupational Therapy assistant.

Curriculum Goals

The OTA program at KVCC provides students with technical knowledge and skills and promotes the facilitation of professionalism in order that graduates may be competent OT professionals. These outcomes will be evidenced as graduates:

1. Enter the Occupational Therapy profession prepared to work competently at entry level of practice.
2. Are eligible for certification by the NBCOT.
3. Are eligible for licensure by the State of Maine and/or chosen state of practice.
4. Incorporate values and attitudes congruent with the profession's standards and ethics into practice.
5. Provide occupational therapy services with necessary supervision in collaboration with occupational therapists and members of the health care community.

6. Implement a variety of effective communication skills when interacting with peers, clients, family members, and other health care providers.
7. Utilize individual creativity, problem solving, critical thinking and clinical reasoning skills in all OT transactions and interventions.
8. Employ meaningful, culturally relevant, age suitable occupation as the focus of practice.
9. Articulate and promote awareness and understanding of the profession of Occupational Therapy and the Occupational Therapy Assistant's role within the profession to individuals with varied knowledge of the profession.
10. Assume responsibility for continued learning and skills development in Occupational Therapy practice to maintain service competency & currency with best practice.
11. Participate in the evaluation, planning, and implementation and outcome satisfaction under the supervision of an OT.
12. Participate in a systematic, ongoing evaluation of the OTA program to ensure quality of education.
13. Promote health, wellbeing, and participation in life through engagement in occupation for all people who have or are at risk of developing an illness, disability, condition or restriction in occupational performance.



The KVCC OTA program curriculum design was developed to accomplish the mission of both the sponsoring institution and the occupational therapy assistant program. In designing the curriculum, the philosophy of the program, as well as the purpose of the program, guided course content and sequence. The design for the content, scope, and course sequencing for the OTA curriculum included a blending of the AOTA Documents; Philosophical base of Occupational Therapy; Philosophy of Occupational Therapy Education; Occupational Therapy Practice Framework; the OTA entry level roles statement noted in the Standards of Practice and Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services; Occupational Therapy Code of Ethics; AOTA's 2025 Centennial vision; ACOTE OTA Standards; KVCC's OTA Program mission and philosophy; and the KVCC OTA Strategic Plan. All the above-mentioned contributors are integrated with the mission of KVCC and the core values that are outlined within the institution.

The purpose of the curriculum is to prepare students to become competent Occupational Therapy Assistants who will provide Maine with a cadre of qualified and dedicated occupational therapy practitioners to assist its citizens in achieving independence, wellness, and quality of life while maintaining individual choice, human dignity, and personal satisfaction. Maintaining individual choice, human dignity, and individuality are integral to independence, wellness, and quality of life. The curriculum design, based on the Kawa Model, was chosen to provide students with an education that is sequenced, promoting an understanding of core concepts that underlie wellness, events that disrupt wellness, and methods that OT practitioners utilize to maximize wellness and promote health. Implementation of the curriculum design is based on the program's philosophy about human beings and how they learn.

Using constructs identified by the Quality-of-Life Model, we value the student's perspective and their being as they enter the program. The three guiding categories: being, belonging, becoming serve to organize the themes and content of the OTA curriculum. Instruction which promotes active reflection, participation and engagement, and collaboration of the student in the learning process is essential to belonging to the OT profession. This allows the student to "become" a reflective thinker, to create a professional identity, and an entry level professional, thus contributing to the creation of a learner. The curriculum design is fluid, allowing for personal growth and engagement in the ongoing changes and developments in the field of occupational therapy i.e.: emerging social constructs, healthcare trends, emerging practice areas, and evidence-based practice.

Curricular Themes include:

- *recognition and novice understanding of occupational therapy philosophy, practice, ethics and culture
- *respect for and value of occupation, health and wellness, quality of life, and context/environment,
- *demonstration of therapeutic use of self, collaboration and partnership, client

centered care and cultural humility,

*recognition of constructive leadership, professionalism, professional identity, communication skills, ethics, and evidence- based practice.

These themes are prevalent throughout the student's educational journey from being, belonging, and becoming, and are intertwined into the program context, creating a unique learning experience for each individual student. As previously noted, these themes are returned to throughout this curriculum design that is modeled after Kawa and the Quality of Life Model, with the student "being" upon entry, the "belonging" to the experience and the growth and development within the academic experience, and the exit point of the program as the "becoming" an entry level (therapist) occupational therapy assistant and lifelong learner. As well as being influenced by Freiran constructs, Vygotsky's Zones of proximal development, and the opportunities a student has to develop and hone skills supported by a connectivist lens allowing students to explore the rich media available to them and to apply to their learning experience.

The KVCC OTA program's curriculum design demonstrates the focus of each semester, the rational and sequencing for all associated courses, and student learning outcomes. Each syllabus has a relationship to the curriculum design statement between the course descriptions and objectives. The pedagogy of courses is composed in a way that supports the students deepening their understanding of self and others, learning collaboratively, and developing the skills required of an entry level OTA.

The themes are noted in every course throughout the curriculum. The topic depth and breadth increase as the program progresses, supporting the integrity of the curriculum design, as well as knowledge of performance of skills. The themes are explored in each course and within the overall essential performance skills and professional standards. The content is based on a foundation of liberal arts and sciences. The foundation in biological, social, and behavioral sciences contributes to an understanding of the value of occupation across the lifespan. Coursework in these areas is either pre-requisite to or concurrent with occupational therapy assistant core courses and is strategically placed within our curriculum design. The general education courses and the core courses therefore interface deliberately.

For example: Year 1 Semester 1

Anatomy and Physiology I (BIO213), College Composition (ENG101), and Introduction to Psychology (PSY101) are required general education courses in the first semester. Students are encouraged to take any of these courses before entering the program or as a corequisite.

- BIO213: introduces the basic concepts of human anatomy and physiology
- PSY101: is an introduction and overview of the study of human behavior. Topics of motivation, perception, learning, personality, and theories are explored.
- ENG101: Emphasizes the writing process and advances the students ability to organize information, think logically and write clearly.

Skills initiated in these classes help the OTA student reflect on their own development, think critically, and contribute to the writing skills required for documentation. This program espouses that such skills are necessary for the professional role of an OTA. This first semester's focus within the curriculum design is: the value of occupation, reflection on wellness and health

promotion, therapeutic use of self, evidence - based practice, occupational therapy practice. This first semester's focus within the curriculum design is: the value of occupation, reflection on wellness and health promotion, therapeutic use of self, evidence - based practice, occupational therapy practice. This process occurs for each of the semesters within the OTA program.

Curricular Threads

The curricular threads provide opportunities for students to connect the themes learned throughout their educational experience to OT practice. An example of a curricular thread to support critical thinking and collaboration, OTA students are required to perform service learning within their curriculum. They are required to reflect, review, and identify "client" desires and needs, and activities to promote healthy living and begin to understand their roles as "partners" in healthcare.

Meaningful occupation, as the core of OT practice, organizes and reflects the program's philosophy. The concept of occupation allows the OTA student to assess and build on their lived experiences, future client life experiences, and strengthens the understanding of the import of their role as an OT practitioner (OTP) as they move from student to OTA.

Collaboration is viewed by the OTA faculty as critical in recognizing and developing a positive and essential role as a competent OTA. Collaboration begins in the academic environment where students are active participants with important views and perspectives to share. This collaborative process continues as students transition through the program and into each fieldwork experience. Role definition, reflection, skill, and respect are ideas integrated into practice with OTA Faculty, supervisors, other team members, colleagues, and consumers.

Finally, the concept of personal and professional development is reflected in the view that human beings develop and adapt by engaging in purposeful meaningful occupation. Each new opportunity promotes development of knowledge, of hands-on skills, of understanding as to the why's and how's that support occupational therapy practice. This program views the education of the OTA student as developmental in process and integral to life- long learning and growth.

Program Curriculum Themes:

The curriculum themes include:

Occupational Therapy Philosophy and Practice: As learners progress through the program, they will learn the history, practice environments, the importance of evidence based practice, politics, advocacy, and potential future of OT practice. Students will prepare occupation-based interventions, explore basic theoretical models with underlying OT practice in all practice areas consistent with the OT Scope of Practice, OT Ethics Document, OT Philosophy, and the Occupational Therapy Practice Framework (OTPF).

Value of Occupation(s) and Wellness: Throughout their studies, students explore the importance of meaningful occupation and how disruption and deprivation occupationally can decrease an individual's independence, sense of purpose, and function. Students will articulate to all audiences the unique nature and value of occupation as viewed by the profession including the concept of personal satisfaction and participation in one's own life. Students will understand the value of meaningful activity, independence, quality of life, and health

promotion.

Client Centered and Culturally Humble Care : Students develop an understanding of how the client needs to be at the core of the provision of OT services. Students build an understanding of the role of the clinician, the client or consumer, as well as the larger context in which OT is provided. Beginning with an understanding of where OT came from, its history and legacy, OTA students develop an understanding of the opportunities within OT to promote client centered care foremost. Students actively engage in a variety of self-exploration experiences that promote a greater understanding of their unconscious biases, beliefs, and internal rules. They are provided opportunities to self-critique those rules and participate in learning with others. They gain knowledge in the import of client centered care, practicing humility when approaching other cultures, beliefs, and values. It is important to the OTA program that all students experience a sense of belonging and safety during their tenure in the program, as well as at each of the community colleges in which the students interface. Students are supported within the constructs of cultural humility while in the school setting and provided opportunities of learning to apply such concepts to their professional experience. The skill of therapeutic use of self is integral to the provision of meaningful Occupational Therapy services. Students are encouraged to utilize their past lived experiences (being) to bring their unique perspectives and personalities to contribute to a dynamic learning experience (becoming) which will assist in the development of their readiness as an entry level therapist (belonging).

Interprofessional Team, Collaboration and Communication: The OTA program challenges students to hone their communication skills and allows for “real-life” interactions. This program emphasizes the importance of maintaining a high standard of professionalism in all interpersonal engagements with peers, clients, supervisors, faculty, and medical professionals. Students will articulate the importance of professional relationships between the OT and the OTA and the need for supervisory roles, responsibilities, and respectful collaboration within all professional relationships. Students will develop an understanding of the interprofessional team including who its members are, strategies for communicating within said team, and the role that the OT and OTA play within the team.

Ethics and Professional Identity: The American Occupational Therapy Association (AOTA) official Professional Standards documents; including the AOTA Code of Ethics and Standards of Practice for Occupational Therapy, as well as Position Papers, such as: The Value of OTA Education to the Profession, The Philosophical Base of OT, and The Philosophy of OT education are emphasized, and Guidance documents: Descriptive Review of OT Education are emphasized and taught throughout the curriculum. Students will demonstrate an understanding of best practice and ethical decision making, an understanding of the professions ethical concerns, and will engage in ethical decision making. Students begin to develop their professional identity. Through this development process, students can begin developing the values, roles, and behaviors that will assist them in navigating an ever-changing work setting. It is only through engaging in clinical work that an individual will be able to fully establish their professional identity. Students will demonstrate professionalism in their interactions with others, in the classroom and in the clinic. This skill development will assist them in leadership, advocacy, lifelong learnership, as well as evidence-based practice.

The OTA curriculum was developed with intention to encompass the requirements for an educated, competent, generalist entry level practitioner. The ACOTE's standards for educational programs were utilized in the course development including integration of required competencies for each course.

ACCREDITATION INFORMATION



The Occupational Therapy Assistant Program is accredited by:

Accreditation Council for Occupational Therapy Education (ACOTE)
7501 Wisconsin Avenue, Suite 510E
Bethesda, MD 20814.
(301)652-6611
www.acoteonline.org

OTA FACULTY INFORMATION

Home Campus:

Full Time Faculty:

Kara Weisher, MOT, OTR/L
OTA Program Director
Averill Building, Room 204
kweisher@maineccc.edu
453-5023

John Krasnavage, BA, COTA/L, MHRT/C
Academic Fieldwork Coordinator
Averill Building, Room 204
jkrasnavage@maineccc.edu
453-5172

Adjunct Faculty:

Mary Miller, COTA/L
Specialty: Pediatrics
mmiller@maineccc.edu

KVCC Lab Assistant
Melanie Turner, COTA/L
Specialty: Physical Disabilities, Geriatrics
mturner@maineccc.edu

Satellite Lab Campuses:

EMCC Lab Assistant - TBD

YCCC Lab Assistant - TBD

Please refer to each course within Brightspace for faculty office hours as they change semester to semester.



OTA PROGRAM FACILITIES:

Kennebec Valley Community College:

The home location for the OTA Program is located on the Hinkley Campus of KVCC. It is located on Route 201. The OTA program is situated in the Averill Building.

- The lab space is located in room 203.
- Faculty office in room 204.

- Snoozelen/Sensory room is in room 205
- Classroom is located in room 206.

Satellite Lab Campuses include:

Eastern Maine Community College:

Classroom location: Maine Hall, 2nd Floor, Room 263.

York County Community College:

Classroom Location: TBD

ALFOND CAMPUS MAP



AVERILL HALL

Academic Programs/Classrooms

- Culinary Arts
- English & Humanities
- Liberal Studies
- Mental Health & Psychology
- Social Sciences

Campus Safety and Security

Computer Lab

Demo Kitchen

Faculty Offices

Food Pantry

Student and Academic Services

Student Life Office

TRIO Program

WOODLEE HALL

Faculty Offices

Food Services

Lecture Hall

Math & Science Labs/Classrooms

PAVILION

ALFOND RECREATION CENTER

Administrative Offices

Fitness Center

Gymnasium/Basketball court

Locker Rooms

Racquetball Court

Student Union

Veteran's Lounge

MOODY CHAPEL

Ceremonial Hall

Conference Room

NUTTER FIELD HOUSE

Electrical Lineworker Lab/Classroom

Faculty Offices

Maintenance Office

Sustainable Construction Lab

SUGAR SHACK

Maple Syrup Production Center

FARM

Education Center

Heat Pump Lab





HELPFUL INFORMATION

General Inquiries

(207) 216-4300
info@yccc.edu
Wells Campus - 112 College Dr. Wells, ME 04090
Sanford Campus - 60 Community Dr. Sanford ME 04073
Website - www.yccc.edu
Athletics Website - www.yorkcountyhawks.com

Admissions

(207) 216-4409
admissions@yccc.edu

IT Helpdesk

(207) 216-4455
ithelpdesk@yccc.edu

Business Office

(207) 216-4438
BusinessOffice3@yccc.edu

Financial Aid

(207) 216-4410
finaid@yccc.edu

Campus Safety

(207) 216-4413
safety@yccc.edu

Bookstore

(207) 216-4483
jkappotis@bncollege.com

- AED / First Aid
- Restrooms
- Stairs / Elevator
- IT Department (2nd Floor)

YCCC FIRST FLOOR			
The MAINE Building			
DATE	BY	SCALE	SHEET



HELPFUL INFORMATION

General Inquiries

(207) 216-4300
info@yccc.edu
Wells Campus - 112 College Dr. Wells, ME 04090
Sanford Campus - 60 Community Dr. Sanford ME 04073
Website - www.yccc.edu
Athletics Website - www.yorkcountyhawks.com

Admissions

(207) 216-4409
admissions@yccc.edu

IT Helpdesk

(207) 216-4455
ithelpdesk@yccc.edu

Business Office

(207) 216-4438
BusinessOffice3@yccc.edu

Financial Aid

(207) 216-4410
finaid@yccc.edu

Campus Safety

(207) 216-4413
safety@yccc.edu

Bookstore

(207) 216-4483
jkappotis@bncollege.com

- AED / First Aid
- Restrooms
- Stairs / Elevator
- IT Department (2nd Floor)

YCCC SECOND FLOOR			
The MAINE Building			
DATE	BY	SCALE	SHEET

Library Services/Facilities:

As a student in the OTA program, engaging in evidence based research to support competent practice, you will find that utilizing the library services available to you will be important for supporting your engagement in your studies. Many of the MCCC colleges now refer to the library's as Student Success Centers or Learning Commons. Each campus has an area where you can study, receive support including tutoring, as well as completing research. It is important to recognize where each of these centers are located on your campus, be it the home campus or satellite campus.

On KVCC you will find the Student Success Center and Learning Commons in the Lunder Building on the Fairfield (Main) Campus.

On EMCC's campus, you will locate the Learning Commons/Library on the 2nd floor of Katahdin Hall. You can take a virtual tour at <https://www.emcc.edu/academics/support/emcc-library/>
At YCCC, you will find the Learning Commons on the 2nd floor of the Main Campus Building.

All 3 campuses have a virtual library where you are able to access e books, articles, movies, and other resources wherever you are. Please remember that your student ID is also a library card for many of the libraries in the state of Maine.

Student Success and Support Services:

KVCC and the OTA program strongly support students in their goal of achieving a degree that supports professional advancement. We recognize that at times there are barriers to this achievement. KVCC maintains student supports including:

- Student Success Center: More information is available on the KVCC website, current students, student services, academic support <https://kvcc-me.libguides.com/academicsupport>
- Student Advising Center: General advising assistance is provided to students at this center. More information is available on the KVCC website, current students, student services, advising. <https://kvcc-me.libguides.com/advising>
- OTA Program Specific Advising: The OTA Program Director is the OTA student advisor and maintains office hours as well as available by appointment to assist with student needs.
- OTA Program Specific tutoring: Although no formal tutoring services is available, students are able to access assistance through their faculty/instructor.
- Accessibility Services: In accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibit discrimination based on disability, KVCC is committed to providing equal access to academic programs and college-sponsored activities and reasonable accommodations to students with documented disabilities. More information is available at

<https://www.kvcc.me.edu/life-at-kvcc/student-services/disability-services/>

- Counseling and Support Services:

Kennebec Valley Community College strives to foster the wellbeing of all students. Counseling services provides students with an opportunity to explore concerns and problems or for personal development in a confidential setting. Counseling is available for all KVCC students **FREE** of charge. Counseling services can also assist you by making referrals or help you find community resources near you that will best fit your needs.

<https://www.kvcc.me.edu/life-at-kvcc/student-services/counseling-support/>

- o Director of Counseling and Accessibility – Carolyn Wyman can be reached by phone at 207-453-5150 or by email at cwyman1@maineccc.edu
- o TalkCampus is available, which is a peer support app.
- o KVCC also offers free access to a mental health peer support network called TalkCampus. TalkCampus is here for everyone and anyone who just needs someone to talk to. Get instant support for your mental health any time of day and night. Learn more and download the app [here](#).
- o Mental Health Emergency or Crisis Services

Counseling, Accessibility, and Student support services are available to students throughout their tenure in the OTA program, including during the periods of time where they are in fieldwork experiences. Students are strongly encouraged to reach out to the supports that they need.

While we try to be flexible with scheduling and try to be as available as possible for students during difficult times, counseling services are not available 24/7 and should not be substituted during an emergency situation.

If you or someone you know is in an immediate mental health crisis, please call one of the following: Maine Crisis Line at 1-888-568-1112. The [Suicide Prevention Hotline](#) has an online chat feature and you can get support by text through [Crisis Text Line](#) that is Free, 24/7 & Confidential – **(Text START to 741-741)**. Or you can always call 1-800-273-TALK (8255) and speak with someone by phone.

- o In the event of an emergency on campus, call 911 immediately and then notify the KVCC ERT at 453-5700. If you are worried about a specific individual or have any concerns, please contact Campus Security at 453-KV-1-1 (453-5811).
- o More information is available at <https://www.kvcc.me.edu/life-at-kvcc/student-services/counseling-support/>



KVCC OTA ADVISORY BOARD

The OTA program believes in the importance of relevance, current, and evidence-based practice. Because of this belief and commitment to their students, they maintain an active advisory board to contribute to these goals. The OTA Advisory board consists of members of the occupational therapy community throughout the state of Maine as well as student representatives from each of the classes. Attempt is made to not only a variety of practice settings, but a varied geographical/regional representation as well. Its membership consists of practicing clinicals, fieldwork educators, community leaders. This board typically meets twice per semester with the OTA faculty. The tasks that this board undertake includes reviewing the program and curriculum design, suggesting programmatic changes, providing guidance as to current trends in the region, and providing feedback in order to enhance the OTA program.



KVCC OTA ADMISSIONS POLICY

The OTA Program accepts twenty (22) students every fall. A potential OTA student must be in good standing, as defined by KVCC, for acceptance.

All students are required to attend the accepted student night orientation as well as to engage in an OTA orientation course which provides support and guidance throughout the job shadow and onboarding process. Due to the nature of open enrollment, if a student should be accepted into the OTA program and does not complete the summer orientation, they will be required to complete the orientation during the fall semester of the first year in the OTA program.

Successful applicants with demonstrate academic readiness for the OTA program through the TEAS-V exam or through multiple measures including a cumulative GPA of 3.0 or higher and one of the following:

A Grade of B or Better in these Core Classes:

- BIO 213 – Anatomy & Physiology I
- ENG 101 – College Composition
- MAT 111 – Quantitative Reasoning

OR Completion of the Health Science Certificate with a GPA of 3.0 or higher

OR For High School Seniors - a grade of B or higher in Junior & Senior English,

Algebra 1, Geometry, and an Anatomy & Physiology course (minimum College Prep or AP Level)

For those individuals who are required to take the TEAS-V:

The OTA faculty recommends that all applicants study for the TEAS-V by using the study guide to support successful attainment of required TEAS-V scores to allow for entrance into the OTA program.

KVCC is an equal opportunity affirmative action institution and employer. For more information, contact the Dean of Students at (207) 453-5019

ADVISING:

Each student will be assigned an OTA faculty Advisor once accepted into the program, generally this advisor is the OTA Program Director, but may also be other full time or part time faculty. Additionally, a general Advisor is assigned to each student through the KVCC Advising Center. You as a student are expected to meet with your advisor on regular basis, which is viewed as at least once each semester. Some course include this as part of your grade. If you are unable to maintain a passing grade in any of your courses, you will be required to meet with your advisor to create an action plan to assist you in improving your grades.

REGISTRATION:

Students are responsible for registering for each semester and for the courses that align with each semester. Periodically a faculty member might provide a verbal or written prompt, but it is not the responsibility of the faculty member to ensure that you, the student, are registered for the courses that need to be taken. Please note that should you have difficulty registering, the KVCC Advising Center is more than happy to assist you. <https://www.kvcc-me.ligbuides.com/advising>

ESTIMATED STUDENT COST:

OTA Program Costs	In State	NERSP Non-Resident	
Tuition	6,720.00	10,080.00	13,440.00
Comprehensive Fee	2,940.00	2,940.00	2,940.00
Enrollment Fee	75.00	75.00	75.00
Professional Liability Ins.	30.00	30.00	30.00
Annual Accident Fee	16.00	16.00	16.00
First Year Fee	30.00	30.00	30.00
AOTA/MeOTA membership	196.00	196.00	196.00
Simucase	210.00	210.00	210.00
Lab Packs	628.00	28.00	628.00
OTKE Exams	30.00	30.00	30.00
OT- U Virtual Platform	189.00	189.00	189.00
Trajecsys	150.00	150.00	150.00
Clinical Course Charge	<u>100.00</u>	<u>100.00</u>	<u>100.00</u>
Total program cost:	11,314.00	14,674.00	18,034.00

**** COST OF PROGRAM OF STUDY AND ASSOCIATED FEES ARE SUBJECT TO CHANGE.**

Additional fees that are the student's responsibility include immunizations, finger printing, background check, and other requirements for Fieldwork engagement.



KENNEBEC VALLEY COMMUNITY COLLEGE

OTA PROGRAM OF STUDY

The OTA program is designed to be a 2-year (21 month) program. General education courses are taken concurrently with OTA courses or prior to entering into the OTA program. All general education classes must be taken before, or concurrent with the core OTA courses as listed in the Program of Study. A student may petition to take a specific class in a later semester, but this must be approved by the program director. As a student, you must get a “C” or better in **ALL** courses to progress in the program.

The OTA program is a hybrid format program, meaning that class time/didactic coursework is completed via virtual platforms and lab experiences are in person. The OTA program utilizes Zoom for creating a virtual classroom. Teaching/Learning lab assignments may at times be offered virtually or in person. Students will be expected to be actively participating in the virtual classroom, as well as **in person** for some teaching/learning labs as well as all competency demonstration lab times.





OTA PROGRAM OF STUDY

Course	Semester	Course	Credit Hours
	Summer Semester	Pre-Program	
OTS000		Preparing for the OTA Program	0
	Fall Semester	First Year	
*OTS101		Introduction to Occupational Therapy & Human Occupation	7
BIO213		Anatomy & Physiology I	4
ENG101		College Composition	3
PSY101		Introduction to Psychology	3
		Total	17
	Spring Semester		
*OTS103		Functional Kinesiology	3
*OTS104		Interpersonal Skills for the Practicing Allied Health Professional	1
*OTS 110		Occupational Therapy for Adults with Physical Disabilities I	3
*OTS122		Occupational Therapy with Children and Youth	4
BIO214		Anatomy & Physiology II	4
PSY215		Developmental Psychology	3
		Total	18
	Summer Semester	(5 weeks OTA classes, 12 weeks general education courses)	
*OTS105		OTA Fieldwork Education I	2
*OTS107		Technology & O.T. Practice	1
*OTS109		Group Process	1
COM104		Introduction to Communication	3
		Total	7

	Fall Semester	Second Year	
*OTS201		Practice Environments Seminar	2
*OTS210		Occupational Therapy for Adults with Physical Disabilities II	3
*OTS216		Occupational Therapy with Special Populations	2
*OTS222		Psychosocial Aspects of Occupational Therapy across the Life Span	5
SOC101		Introduction to Sociology	3
		Total	15
	Spring Semester		
*OTS206		OTA Fieldwork Education II - A 8 weeks F/T	6
*OTS208		OTA Fieldwork Education II - B 8 weeks F/T	6
*OTS SS		OTA Senior Seminar	1
		total	13
		Total Program Credits	70
* Core OTA Courses			
** Students must complete all level II fieldwork A and B within 16 months following the completion of the didactic portion of the program			
OTA courses must be taken in the order outlined above			





KENNEBEC VALLEY COMMUNITY COLLEGE

Occupational Therapy Assistant Program

Associates Degree in Occupational Therapy (AAS) - ACOTE (v.2023) Standard Exemplars Per Course

Course #	Cr Hr	Course Title	2023 ACOTE Standards
1st Year Fall – 7+10 (gen ed.)= 17 credits			
101	7	Introduction to Occupational Therapy and Human Occupation	1.2, 2.2, 2.8, 2.10, 3.12, 4.5, 4.9, 5.1, 5.3,
1st Year Spring – 11 + 7 (gen. ed)= 18 credits			
103	3	Functional Kinesiology	1.1, 2.7, 3.8,
104	1	Interpersonal Skills for the Practicing Allied Health Professional	2.9, 2.10, 2.11, 3.22,
110	3	OT for adults with Physical Disabilities I	1.3, 2.1, 2.3, 2.4, 2.5, 2.6, 2.8, 2.12, 3.1, 3.6, 3.9, 3.10, 3.11, 3.12, 3.14, 3.16, 3.17, 3.18, 3.19, 3.20, 4.2, 4.3, 5.1
122	4	OT for Children and Youth	1.1, 2.12, 3.3, 3.5, 3.6, 3.7, 3.13, 3.15, 3.18, 3.21, 3.22, 4.6, 5.3,
2nd Year Summer – 4+3(gen. ed) = 7 credits			
105	2	Fieldwork Education I	3.22,
107	1	Technology in OT Practice	3.8, 3.11, 3.14, 3.15, 3.16, 3.18,
109	1	Group Process	2.11,
2nd Year Fall – 12 + 3(gen. ed) = 15 credits			
201	2	Practice Environments Seminar	2.4, 2.9, 2.10, 2.11, 3.20, 3.21, 4.1, 4.2, 4.3, 4.4, 4.5, 4.9
210	3	OT for Adults with Physical Disabilities II	1.3, 2.2, 2.3, 2.6, 2.7, 2.8, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.16, 4.1,
216	2	Occupational Therapy with Special Populations	1.2, 1.3, 2.1, 2.2, 2.5, 3.1, 3.2, 3.13, 3.15, 3.19, 4.6, 5.1
222	5	Psychosocial Aspects of OT Across the Lifespan	1.1, 1.2, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.1, 3.1, 3.2, 3.3, 3.5, 3.9, 3.17, 3.19, 4.3, 4.6, 4.7, 5.3,

2 nd Year Spring – 13 credits			
206	6	Fieldwork II A	No ACOTE B Standards attached to Level II FW
208	6	Fieldwork II B	No ACOTE B Standards attached to Level II FW
223	1	Senior Seminar	2.4, 2.9, 3.7, 3.10, 3.17, 3.20, 3.21. 4.1, 4.2, 4.4, 4.5, 4.7, 4.9

OTA Course Descriptions

The OTA program curriculum design clearly demonstrates the focus of each semester, the rationale for all associated courses offered within each semester, the sequencing of courses, and student learning outcomes. Each syllabus has a *Relationship to the Curriculum Design* statement between the *Course Description* and the *Course Objectives*.

OTS101 introduces students to utilizing personality traits, previous experience, and rapport building as a therapeutic tool to promote meaning in occupational therapy treatment. The import of Evidence based practice, theories/models/frame of references, activity analysis, occupational analysis, ethics, supervision, documentation are introduced and explored. Additionally basic clinical skills are introduced including patient handling and client centered intervention strategies.

OTS103 connects previous learning in Anatomy and Physiology to a more focused and centered understanding of the musculoskeletal system, the study of human movement, and the import of understanding as an occupational therapy practitioner for creating meaningful interventions.

OTS104 allows students to engage in self-reflection and hone their interpersonal skills.

Students explore the art of professional communication with colleagues, ethical dilemmas, patients, and other healthcare professionals. Students explore leadership positions and traits of a healthcare professional.

OTS105- level I fieldwork gives students an opportunity to observe treatment methods in three different Occupational therapy practices and begin to develop client rapport in a “real-world” setting.

OTS107 offers students opportunities to explore the world of assistive technology. It introduces students to a number of the assistive technology resources are available within the state and offers experiential learning opportunities including connecting with Assistive Technology Professionals.

In **OTS 109**, students are exposed to TUS in a group setting and how to effectively facilitate and be an effective group leader.

OTS110 in this part 1 of a 2 semester class, students will analyze how physical illness, injury, and/or disability disrupts occupational function and performance across the adult lifespan. Specific focus will be on cardiac, pulmonary, orthopedic, emerging practice settings. The OTA student will apply techniques to restore health and wellness through the use of occupations and engagement in purposeful activities.

OTS 122 introduces the student to the physical, developmental, and psychological disruptions which may interrupt the adaptation, participation, and engagement in daily childhood

occupations. The collaborative role of the OTA in restoring wellness throughout the first stages of life, using meaningful activity will be presented along with how illness, injury, and/or disability disrupts occupational function and performance throughout childhood and adolescence.

In the second semester, students scaffold upon their knowledge base of occupational therapy, professionalism and the implementation of interventions while continuing their exploration of novel practice environments and populations.

OTS 201 provides developing student practitioners with the opportunity learn to market themselves as entrepreneurs and leaders in the field of OT and recognize new and emerging practices and populations who could benefit from OT services. Students will explore day to day operations in a variety of settings. Management and organizational skills, ethical practice, and the effects of legislative bodies other systems on practice will also be analyzed.

OTS 210 in this part 2 of a 2 semester class students continue will analyze how physical illness, injury, and/or disability disrupts occupational function and performance across the adult lifespan. Specific focus will include upper and lower motor neuron disorders, acquired and traumatic brain injuries, emerging practice areas. The OTA student will apply techniques to restore health and wellness through the use of occupations and engagement in purposeful activities.

OTS 216 explores populations with special conditions, including the elderly and individuals with intellectual and developmental disabilities. Students will develop an understanding of how aging, trauma/injury, and/or disability disrupts occupational function and performance. Students learn to identify and apply skills to remove barriers which prevent successful occupational engagement, optimize wellness, and promote quality of life with these populations.

In **OTS 222** the student explores psychosocial aspects which may improve or disrupt the adaptation, participation, and occupational engagement process across the lifespan. Support systems, environments, emotional trauma, and behavioral health will be analyzed and evaluated to create interventions which promote the restoring of wellness in a holistic approach.

During **OTS 206** and **OTS 208** students will collaborate with fieldwork educators, clients/patients, and inter/ intraprofessionally to apply their academic skills to dynamic practice settings. The application of didactic material to dynamic situations will serve to apply learnings of the previous courses, analyze client goals, and create ethical interventions which assist in restoring wellness to the population. The integration of academic knowledge into practice elevates the student learner into the position of supervised therapeutic provider.

OTS Senior Seminar occurs during the last semester of schooling concurrently with OTS 206 and OTS 208. This course offers a forum in which students are able to communicate the opportunities of learning and professional development that they have engaged in during the FW experience as well as to engage in collaborative activities with their peers for exposure to different learning experiences. This Seminar includes 2 Senior forums (virtual) and asynchronous and synchronous activities/assignments.

ACADEMIC STANDARDS POLICIES AND PROCEDURES

Grading Requirements

See each specific course syllabi for grading criteria and classroom expectations.

Graduation Requirements

Please see KVCC's graduation requirement at <http://www.kvcc.me.edu/CMSContent/Policies/Policy2.20.pdf> on the website, in addition to the OTA Program's requirement below.

All students must complete all courses with a "C" or better and satisfactorily complete the Objectives and Competencies and the Essential Performance Skills of the OTA curriculum.

COMPETENCIES NEEDED FOR GRADUATION

The OTA program utilizes the ACOTE B Standards as the student learning objectives. Upon completion of the program the students meet each of these standards, standards that promote readiness to be an entry level OT practitioner.

ESSENTIAL PERFORMANCE SKILLS for PROGRESSION in the OTA PROGRAM

The following essential performance skills are necessary to ensure quality education for all KVCC OTA students, and for the safety of prospective clients. It is important to note that Academic Skills vary from Lab and Fieldwork Skills. The performance criteria are different in academic and lab/fieldwork arenas. These are explained within each syllabus/course activity. Lab and FW skills are based on skill performance as determined in each course syllabi.

The following essential performance skills are required of ALL students in the OTA program. ALL students must possess these, and like abilities, and must be able to demonstrate them. Students using accommodations/compensatory techniques/tools must be able to demonstrate these skills safely, accurately, effectively, with competence, and professionalism. *This list is not intended to be exhaustive.*

All essential performance skills will be assessed on a Pass/fail basis throughout the student's tenure in the OTA program. If any student is unable to demonstrate competency in any of the above essential performance skills, they may not progress in the program.

It is important that the student be able to:

- Think critically
- Use emotional/social intelligence and effective communication in all transactions

- Demonstrate persistence and resiliency
- Be ethical in behavior

These skills are all required for success to fulfill the role of a competent occupational therapy practitioner.

Please note that each FW site determines the essential skills needed to keep their clients safe. All students must demonstrate these required skills on FW I and II.

Cognitive Skills:

The student must:

1. understand, conceptualize and apply information (academically, socially and clinically) in a timed and/or un-timed environment
2. problem solve effectively as a situation demands
3. prioritize information for proper decision making
4. generalize information for effective use
5. use critical thinking and reasoning when assessing/using information
6. comprehend and follow instructions independently (both verbal and written)
7. follow multiple step (4 or more) directions independently
8. attend and focus for extended periods of time
9. interpret information from varied sources independently (oral, written, diagrams, etc.)
10. make well informed decisions

Sensory Skills:

The student must be able to:

Utilize their sensory system in order to demonstrate adequate safety skills, basic clinical skills (including observation, screening and assessment), and for noting necessary supervisory needs.

Physical/Mobility:

The student must:

1. use necessary functional mobility for required tasks, including FW travel
2. use adequate strength/coordination to perform gross/fine motor tasks
3. successfully perform and instruct various basic clinical techniques (transfers, ADLs, etc.)
4. deliver information in a clear, concise, succinct, and consistent fashion
5. perform simple and repetitive tasks as needed, independently
6. perform complex and varied tasks as needed, independently
7. move about the environment intentionally in the presence of others.

Interpersonal/Behavioral Communications:

The student must:

1. consistently demonstrate emotional intelligence and therapeutic qualities with level of OTA learning
2. demonstrate that they can manage their emotional health for full use of their intellectual abilities

3. communicate effectively and clearly with others (i.e.-active listening, verbal, nonverbal, in writing);
4. use therapeutic communication autonomously (attend, listen, clarify, explain, facilitate);
5. adjust communication for intended audiences
6. accept and carry out responsibility for detailed, complex tasks
7. function independently and as part of a group/team
8. perform all required lab skills in the presence of peers and faculty
9. lead and follow, as required
10. communicate effectively, in all contexts, using accurate verbal and written techniques for all necessary academic and clinical tasks
11. relate to others beyond giving and receiving instruction
12. explain self clearly and support personal/professional actions
13. be confidential (use proprietary information properly)
14. overtly convey respect and appreciation for diversity and differences

Professional Skills:

The student must:

1. continuously conduct self in accordance with all KVCC Standards, Student Code of Conduct, and the AOTA Code of Ethics
2. maintain poise and flexibility with spontaneous changes and in stressful or changing conditions
3. maintain composure in time compressed and performance-based situations
4. identify personal learning needs
5. use effective personal management (including time and resources) and organizational skills
6. demonstrate effective self- awareness and control
7. discuss suitable topics in class/lab and at breaks
8. be on time with attendance, assignments, and projects
9. manage personal issues
10. maintain a work pace suitable to a given workload
11. assume responsibility for own actions, without assistance
12. assume initiative and responsibility for learning in all learning environments
13. modify behavior in response to feedback from peers/instructors
14. participate in the OTA Program as an adult learner

Environmental Context:

The student must:

1. work around and with others effectively
2. use technology functionally
3. manage exposure to environmental demands (including dust, fumes, odors, allergies, human and non-human factors) etc.
4. understand and apply knowledge regarding the risk of exposure to infectious agents, secretions, and bodily fluids in all environments
5. comply with KVCC policies/OTA lab policies regarding workplace safety

6. use proper techniques (as stated in OTA lab policy manual) when using supplies, equipment, and technology
 7. understand and follow all environmental patterns and changes
- * All Essential Performance Skills will be assessed through student self- assessment, peer assessment and/or OTA Faculty assessment throughout each semester. Pass/Fail criteria are used. If Faculty determines that a student is not demonstrating performance in any of the above Essential Performance Skills, they may not be able to progress in the OTA program.

If you do not believe that you are able to meet the essential skills listed above, it is important You seek the assistance of the KVCC Accessibilities Office in order to determine if a reasonable Accommodation of a disability can assist you in meeting the essential skills requirements of The program. It is the student's responsibility to reach out to the Accessibilities office and to Initiate this process. Additionally, students are expected to assist in communicating their Needs within the class and laboratory setting. For more information, please contact kvccaccessibility@maineccc.edu or explore the webpage at: <https://www.kvcc.me.edu/life-at-kvcc/student-services/disability-services/>

PERSONAL PERFORMANCE SUMMARIES/EXIT INTERVIEWS

All OTA students are required to complete a Personal Performance Summary (PPS). These summaries are designed in coordination with the Essential Performance Skills for the OTA student. These summaries are completed by the student during 2nd semester first year, as well as at the beginning of first semester/second year. The PPS is an opportunity for students to acknowledge and reflect on skills needed to be successful in school, Level I and Level II fieldwork, and to promote readiness as an entry level practitioner. After completing this assessment during fall semester second year, students will participate in an Exit Interview at the end of fall semester, with OTA faculty to define strengths, limitations, and develop goals for level II fieldwork. The PPS and Exit Interview assist in the development of a professional plan for success on fieldwork.

Prior to graduation, on the last day of Senior Seminar, students are asked to participate in a graduate interview (online survey). The information gathered in this survey is anonymous and is meaningful to the OTA program in assessing quality of education experience and engaging performance improvement initiatives.

OTA PROGRAM GRADING CRITERIA CLARIFICATION

Grading Scale: The KVCC OTA Program abides by KVCC's grading scale. Please see KVCC Course Catalog for more information.

- A: Excellent work
- B: Above average work/ very good work
- C: Acceptable, satisfactory work; work met the minimum standard

D: Poor work
F: Unacceptable work

Departments, programs, and disciplines reserve the right to modify grading policies to best suit individual courses and programs.

In the absence of a modified grading policy courses will use the following KVCC Standard Grading Scale:

LETTER GRADE SCALE

A	4.00 grade points per credit hour	95-100
A-.....	3.67 grade points per credit hour	90-94
B+	3.33 grade points per credit hour	87-89
B.....	3.00 grade points per credit hour	83-86
B-	2.67 grade points per credit hour	80-82
C+	2.33 grade points per credit hour	77-79
C.....	2.00 grade points per credit hour	73-76
C-	1.67 grade points per credit hour	70-72
D+	1.33 grade points per credit hour	65-69
D	1.00 grade points per credit hour	60-64
F	0.00 grade points per credit hour	Below 60

Grading Rubric:

The faculty of the OTA program desire to be consistent in assigning grades while providing for flexibility and creativity for both faculty and students. While no grading system is perfect, our faculty experience has prompted us to develop the following as a general guideline for all courses. These guidelines should help to designate "A" work from "B" work. Plus (+) and minus (-) may also be incorporated into the grade at the instructor's discretion.

For a Grade of "A," (100%) the following elements must be present:

Technical

1. All assignments are word processed or typewritten (unless otherwise determined).
2. All aspects of the assignment are complete and on time.
3. All questions are answered thoroughly, using critical analysis, in complete sentences, except for bulleted items.
4. Responses are grammatically correct
5. Responses indicate proof-reading that eliminates spelling and punctuation errors.

Logical

1. Ideas flow logically into one another
2. Detailed examples to support responses are evident.
3. Critical thinking/evaluation of material is revealed.
4. Responses are presented in a reflective, structured and logical manner.

Reflective

1. Reflection on the writer's experience is evident.
2. Evidence of the writer being thoughtful and responsive of specific situations
3. Supplemental resources, reading materials, and personal experiences are integrated into responses.
4. The writer provides periodic evidence of original, creative thinking with synthesis and analysis.

For a Grade of "B," (75%) the following elements must be present:

Technical

1. All assignments are word processed or typewritten and are passed in on time.
2. All questions have a well-designed answer
3. Most questions are answered thoroughly in complete sentences, except for bulleted items.
4. The majority of responses are grammatically correct.
5. Responses indicate proof-reading that eliminates all but a few spelling and punctuation errors.

Logical

1. Most of the responses are presented logically and sequentially.
2. Most responses have some detailed information with periodic examples.
3. Critical thinking/evaluation of material is developing
4. Most responses are presented in a structured and logical manner

Reflective

1. Many, but not all, sections show evidence that the writer has gone beyond repetition of course content by including application to the classroom.

For a Grade of "C," (50%) the following elements must be present:

Technical

1. Most assignments are word processed or typewritten.
2. Most assignments are passed in on a timely basis.
3. Answers are complete 50% of the time.
4. Responses are grammatically correct 50% of the time.
5. Responses have correct spelling and punctuation 50% of the time.

Logical

1. Responses are presented logically 50% of the time.
2. Responses are sequential 50% of the time.

3. Responses demonstrate a basic structure and logical thought.

Reflective

1. Responses show evidence that the writer has basic knowledge of course content and/or capacity to apply concepts learned 50% of the time.

Additional criterions are added to each of the assignment, discussion, project, presentation, simulation, exam, practical experience, etc. in order to meet the standard expectations set forth by ACOTE and KVCC OTA Program Student Learning Outcomes to ensure readiness to enter into the field of Occupational Therapy.

GRADING RUBRIC FOR PARTICIPATION



All OTA courses have specific participation requirements delineated in their syllabus. This rubric is meant to be a guide for those requirements. Please refer to each individual syllabus for point classification. The following scale will be used for all core OTA courses:

- A = Student attends class regularly, actively engages in class bringing relevant information to the discussion (daily), is prepared for class and assignments, asks inquisitive questions or seeks to gain insight/information/knowledge.
- A-/B+ = Student attends class regularly, occasionally participates in class asking pertinent questions (weekly)
- B = Student attends class regularly with limited participation/unprepared
- B- = Student attends class, appears distracted, late 5 plus minutes with consistency
- C = Student phones instructor prior to class if late or absent (excused – i.e.: emergency situations, unavoidable circumstances)
- D = Student phones instructor (or leaves message with classmate) after class begins; is late or absent (unexcused – i.e.: doctor's appointment, alarm clock dysfunction, traffic snarl, dog ate my homework, etc.)
- F = Student does not phone, is late or absent (unexcused) regularly

PROFESSIONALISM RUBRIC

Professionalism is participation in a profession whilst using specific techniques, attributes, and ethics of that profession.

All students in the OTA program are viewed as Occupational Therapy professionals at a student level. This designation requires students to demonstrate professional behavior during the

entire OTA program (academic, fieldwork, and social/campus arenas). See Professionalism Criteria and Essential Performance Skills. The following scale will be used for all OTA students.

Behaviors considered when assessing professionalism include:

- Approach to time management, organization, and timeliness. Are assignments submitted on time? Does the student attend class and lab experiences on time? If they are going to be late, do they notify faculty/lab assistants appropriately?
- Critical Thinking and problem solving. Is the student able to participate in self-reflection and respond with organized and thorough metacognitive responses? Does the student ask questions and seek out more information? Is the student able to take information that is provided and personalize it in a manner that supports learning?
- Initiative and engagement. Does the student wait for others to start processes, discussions, assignments, or do they take leadership roles? Does the student ask for help when it is required? Does the student seek out more information from appropriate resources?
- Respectful interaction with others. Does the student respond to emails, follow directions given for communicating with Fieldwork Educators, etc.? Does the student speak in an appropriate tone, volume, pace, and word choice when interacting with peers, staff, faculty, guests, others? Does the student recognize when information/topic sharing is not appropriate and alter engagement/approach?
- Student advising engagement. Is the student an active participant in the advising process, seeking out opportunities to gain information, asking questions, responding appropriately to feedback that is provided to them? Does the student use the appropriate channels for communicating concerns, grievances, etc.?
- Appropriate peer and faculty relationships, professional boundaries. Does the student appropriately communicate frustration and maintain appropriate boundaries within the learning context? Is the student able to separate personal from professional and maintain appropriate boundaries? Is the student able to manage and balance home/work/school? Does the student work cooperatively with others including faculty/staff? Does the student recognize and respond appropriately to social cues?
- Verbal Communication. Is the student able to match the verbal interactions appropriately within the context that they are functioning? Is plain language and health literacy a component of their interactions? Does the student demonstrate congruency with affect and nonverbal body language? Do they remain open and receptive, offering appropriate degrees of empathy, eye contact?
- Communication in writing. Does the student use correct grammar, spelling, punctuation, etc. when submitting assignments or engaging in discussions (written). Is their writing legible, and typewritten work is it professional in appearance. Does the student use OT terminology correctly.
- Lab Skills engagement. Does the student approach skills acquisition and competency demonstration with seriousness to indicate commitment. Does the student maintain interest and active participation while in lab experience? Does the student accept feedback from others with a respectful and receptive demeanor? Is the student able to

provide meaningful feedback to their peers? Is the student able to maintain boundaries and decline to sign off on peer demonstration if it is not done accurately?

Using the above criterion:

- A = Student always (100%) demonstrates professionalism in academics, fieldwork, and in campus/social activities
- B = Student often (75%) demonstrates professionalism in academics, fieldwork, and in campus/social activities.
- C = Student sometimes (50%) demonstrates professionalism in academics, fieldwork, and in campus/social activities.
- C- = Student needs regular prompts to demonstrate (50%) professionalism in academics, fieldwork and in campus/social activities.
- D/F= Student requires frequent prompts and support in order to demonstrate professionalism in academics, fieldwork, and campus/social activities.

Students who are unable to satisfactorily demonstrate professionalism on campus may not be qualified for fieldwork assignments.

ESSENTIAL PERFORMANCE SKILLS RUBRIC

P = Student uses all essential skills effectively & commensurate with learning level.

F = Student does not use essential skills effectively and commensurate with learning level.

(Faculty determined)

If the OTA student cannot effectively meet the Essential Performance Skills, they may not be able to move on through the program. The OTA Faculty will determine this on a person-by-person basis.

MINIMAL PASSING GRADES

A grade of C (73%) or above or "P" (Pass) must be maintained in all courses.

The following courses are graded on the PASS/FAIL system with criteria listed in each syllabus:

OTS105

OTS107

OTS109

OTS206

OTS208

Simulated patient experiences are integrated into the OTA program. Students are expected to pass four (5) competency practical experiences, those being in OTS 101, OTS 103, OTS 110, OTS 122, and OTS 210. For the courses OTS 101, OTS 110, and OTS 210 If a student is unable to pass

after a 2nd attempt, the student will fail the lab practical, thus failing the course. Students will be required to work with the OTA Program Director to create a plan for reintegrating into the OTA program and repeating required coursework to support success should the student choose to continue to pursue an OTA education at KVCC.

Students must complete with a passing grade their fieldwork experiences, both I and II. Students are provided 1 additional opportunity to repeat a fieldwork experience should they not pass. This experiences must be in the same type of practice setting in which they were not successful. Students who withdraw from FW due to academic/skills performance ie: they are danger of failing will be considered a “F”. Other extenuating circumstances will be reviewed on a case by case basis for withdrawing from a course. A student is allowed to repeat a FW only once. If they are unable to pass the fieldwork experiences they are unable to continue/complete in the OTA program.

STRATEGIES FOR STUDENT RETENTION:

The OTA program shares a commitment with the student to support them in their academic endeavors while they are in the program. Part of this is considering strategies for student retention. The faculty the OTA program actively engage in initiatives as put forth by KVCC to support students. There are a number of resources available to students include:

- financial assistance and access to food
- mental health
- skills development: study skills, test taking skills, resume building skills, interviewing skills, etc.
- tutoring

Additionally, in order for the this program to best meet the student needs, students are required to meet with their OTA advisor or designee at least 1 time per semester. This meeting allows a forum for discussion to review any concerns about academic performance, professional behaviors, attendance, the “need to do’s” in relation to readiness for fieldwork experiences, program standards adherence. Should the need arise, a student action plan will be created to support development of a clear path for assisting the student in success within the OTA program. Some supports may include referral to additional supports in the Maine Community College System, individual tutoring, or additional lab time.

Students may be assigned a peer or practitioner mentor. This is intended to provide a forum for gaining support and encouragement for a student in order to assist them with developing the skills that they need to assist them as a student and as a practitioner. When assigned a peer or practitioner mentor, the student is required to maintain a log of mentorship, with the commitment (and demonstration of) at least 30 minutes of engagement per month. This log/form will be submitted to the OTA program director/chair by the week of finals each

semester.

EXAMINATION STANDARDS

Students are expected to show up on time for examinations, either virtual or in person. If the student is unable to take the examination at the schedule time, it is the student's responsibility to notify the instructor and schedule a make up time prior to or on the same day of the next class. If a student does not create a plan with the instructor for a make up exam or the student has an unexcused absence for the exam, a grade of "O" will be put into Brightspace.

If the student scores below a 75% on any examination, it is the student's responsibility to schedule a meeting with the instructor to identify growth areas and to formulate a written action plan. This action plan may include required goal setting, attendance of study skills or examination skills courses through KVCC Student Success Center, or tutoring sessions with program faculty and/or lab assistants. Scheduling of these learning opportunities are at the discretion of the staff that the student is working with.

Virtual and Online examination requirements:

- When indicated to do so for the examination, Respondus will be turned on for the duration of the examination
- Examinations will be timed and once the allotted time is exhausted, the student will not be able to continue with the examination.
- Students must have their camera on throughout the examination period
- Students are not permitted to use their cell phone, other computer or virtual components, nor their textbooks to complete the mid term and final examination. Faculty may choose to have students utilize resources in other examinations, this is to be done at their discretion.
- Students are not allowed to step away from their computer during the examination. They are not permitted to leave for restroom, refreshment, etc., so a student is requested to enter into the examination period prepared for such possible needs.
- Students are prohibited from communicating, publishing, reproducing, or transmitting any components of the test, by any form, verbal or written, for any reason.
- Students may not talk during the test. If an exam question clarification is needed, they may directly message the faculty for a clarification.
- Noise reducing soft ear plugs or noise cancelling headsets may be used. They may not be linked to any audio during the session.
- The only materials that are permitted around the individual is a blank piece of paper and writing instrument.

Failure to adhere to the above noted requirements is considered academic dishonesty and will be treated as such within KVCC Academic Dishonesty policy.

LAB PRACTIAL DEMONSTRATION EXAMINATION STANDARDS

An important component of the learning process for an OTA student is to be able to engage in competency based educational activities and skills demonstrations that will provide a forum in which the student is able to show their understanding of course content and their developing critical thinking/clinical reasoning skills (clinical skills). Students are required to attend all competency demonstration laboratory experiences and to complete the lab skills competencies in order to be eligible to participate in the lab practical at the end of each semester. The teaching and learning lab, which is offered on a weekly basis is intended to provide a forum in which students are able to learn, apply, develop, and refine the basic skills that are required of an entry level OTA while doing so in a relaxed, nonjudgmental, and supportive environment. Students must complete their lab practical at the end of each semester with a grade greater than a 73% on the first attempt. Students who are unable to demonstrate use of skills to ensure that the simulated patient is unsafe will automatically fail the lab practical. Students are allowed 1 reattempt at the lab practical, and cannot gain a grade greater than 80 on that attempt.

Should a student need to retake a lab practical, the student will meet individually or in a group with OTA faculty/lab assistants and create a simple remediation plan to assist the student with developing the necessary skills to successfully complete the lab practical. Students must complete the steps as outlined in the remediation plan in order to be eligible to retake the lab practical. Students must get greater than a 73 on their lab practical retake in order to advance in the OTA program.

All lab practical demonstration examinations must be completed successfully in order to progress within the OTA program sequence.

As noted above, students who are unable to maintain safety during the “provision of OT services” will automatically fail a lab practical. The reason for this is the OTA programs commitment to advancing OT practice and ensuring, as best as a program is able to, that students who go out into a clinic setting are able to do so in a safe and competent manner. During lab practical performance students are asked to consider these safety concerns which would result in an automatic failure. While this list is intended to be comprehensive, there may be scenarios that arise which are not in this list and would, per faculty discretion, be an indication that the student would need to reattempt the lab practical, or possibly retake the semester course.

Examples include:

- Treating the wrong body part of the individual, the wrong diagnosis
- Responding to the patient disrespectfully, utilizing statements of judgment, blame, or deflection, etc.
- Providing treatments that are not part of the OT Intervention plan ie: goal or treatment plan.
- Unsafe use of wheelchair including not locking the wheels, catching a simulated patient body part in the wheelchair.
- Unsafe use of any other equipment which may pertain to the case in which the student is working
- Unsafe transfers including not using transfer devices correctly, repeatedly using poor

- body mechanics,
- Failing to keep stated precautions (weight bear status, surgical precautions, etc.)
- Not recognizing inherent indications, precautions, contraindications of a specific OT treatment in regards to the case provided.
- Using a broken DME, AD, AT with a client
- Requiring a patient to engage in an activity which places the patient at risk, in excessive pain, dangerous situation.

COURSE COMPLETION REQUIREMENTS

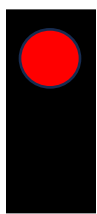
Students must meet the following criteria for all didactic courses, in order to ensure competency prior to progression into the following semesters and into Fieldwork II placement:

- 100% of lab skills required by each course must be completed (indicated as passed or competent) in Trajecys.
- Student must pass the Lab Practical Demonstration Examination with greater than a 73.
- 100% of course assignments must be completed, regardless of final overall course grade.
- A final average of 73% or greater in didactic course work requirements: exams, quizzes, assignments, discussions, online simulations, etc.

OTA ARTIFICIAL INTELLIGENCE POLICY:

The KVCC OTA program utilizes a Red Light/Yellow Light/Green Light System for understanding the permitted use of AI with assignments. We faculty want you to utilize AI in the “right way”, rather than utilizing it in a manner that creates a shortfall in your educational experience.

If an assignment has a:



That means that there is no use of AI permitted with any components of the assignment. use of AI is therefore strictly prohibited. The expectation held with this assignment is students will utilize their own individual abilities, cognitively, motorically, emotionally, complete all components of the assignment. Any unauthorized use of AI will be considered academic dishonesty. To be clear **0%** of the assignment can be completed through the use of AI. This includes grammarly.



AI chatbots may be used for:
Brainstorming
Idea generation
Outline development

Spelling and grammar recommendations.

AI cannot be used for writing, drafting, revising, editing/proofreading. Each of these tasks must be completed independently without any use of AI. By doing so, the assignments are original works of the individual, demonstrating their level of expertise on a topic/subject area as well writing skill. To be clear – **less than 15%** of the assignment can have AI input into it. AI is to be used for the starting components of the assignment, not the writing and finishing components. That includes Grammarly or other editing software unless otherwise stated by the instructor. A student is encouraged to utilize resources such as proofreading/writing assistance through the Student Success Center. When students are utilizing AI with yellow light permissions, they must submit a copy of their conversation (upload url for review by instructor) in order to promote academic integrity. Any other use of AI with the yellow light permissions is considered academic dishonesty. If AI is used, it must be referenced and include what it was utilized for ie: idea generation, brainstorming, outline development, etc.



AI may be used for various components through the assignment process, as long as Transparency is offered (documented use of AI). Students may use AI for:

- Idea generation
- Brainstorming
- Finding more information/resources for a topic
- Drafting outlines
- Revising
- Proofreading/editing/grammar/mechanics/style

It must not be used to complete the assignment, ie: write a paper. When students are utilizing AI with green light permissions, they must submit a copy of their conversation (upload url and entire document for review by instructor) in order to promote academic integrity. Students are asked to reference their use of AI in their references section as well as to cite how it was used. Should a student choose not to document their use of AI, it may be considered academic dishonesty. Use APA guidelines for referencing the use of AI.

TECHNOLOGY REQUIREMENTS

Due to the hybrid nature of the OTA program, students will need to have adequate technological resources to support meaningful engagement in this program. Therefore:

- All students must have a reliable computer that is up to date enough to support engagement in zoom meetings, LMS Brightspace participation, and to complete word processing and email activities.
- A web camera that is adequate for picture clarity and wide enough to show environment should student be needed to demonstrate a skill.

- A computer headset with microphone.
- Highspeed, broadband, fiberoptic level of internet connection. Dial-up will prove to be too slow to support engagement in synchronous activities and usage of applications required to engage in the OTA program.
- All students will be provided a KVCC email in order to communicate with peers and faculty
- All Students are provided technology supports through the Maine Community College System.
- All students will complete the online student learning agreement upon entry to the OT program.
- Students will be expected to conduct themselves professionally at all times, see essential skills – professionalism for more information (student handbook).
- At this time, the IT department recommends:
 - While the specifications listed below are suitable for most KVCC classes, be sure to find out if your specific program of study has any requirements in addition to these.
 - Intel Core i3 8th Generation or better processor
 - Windows 11
 - At least 8 GB RAM
 - 120 GB of storage, on a Solid-State Drive (HDD not recommended)
 - Webcam & Microphone (integrated or external)

CAMPUS CLOSINGS

Available with the current student resources, under safety and wellness are closings and cancellations. You can also sign up for notifications in the KV ap. More information is available within the policy: https://kvcc-me.libguides.com/ld.php?content_id=75621667. All students in the OTA program will follow the inclement weather procedure of KVCC for classwork and lab. Should a student attend a satellite lab, and engage virtually, any time KVCC campus is closed, there will be **no classes** available for all students. When the satellite campuses are closed, the lab will be closed associated with that campus (but will remain open for other campuses) and classes will continue to run (virtually) from the KVCC campus. Students are expected to attend from their residence/place of internet access or to access the recorded lecture when they can access reliable internet.

SERVICE LEARNING

The OTA program uses Service Learning to support student learning. Service Learning is a method of teaching and learning that strives to integrate academic instruction, critical reflective thinking, and experiential activity. Many OTA courses have Service Learning components. Service Learning is not volunteering and is an out of class activity in the OTA program.

LATE ASSIGNMENT POLICY

The Late Assignment Policy for each OTA course is stated on each syllabus. It is the student's

responsibility to be aware of each policy. Any late work will be penalized according to individual syllabus. Late work is also judged by Essential Performance Skills criteria.

OTA PROGRAM DISMISSAL POLICY

Students who either receive a grade lower than “C” or a failing grade in any course will be academically dismissed from the OTA program. This does not mean that you are necessarily dismissed from the college (see college dismissal policy).

Students may appeal once to re-enter the program on probationary status. The appeal must occur immediately after the dismissal for probationary status. Students who are academically dismissed a second time or get below a “C” in two or more courses within one semester, are not eligible for probationary status nor are they able to continue in the OTA program. Probationary status, thus the ability to reintegrate into the program, is based on availability of space within the OTA program..

Appeal Process:

1. The student must appeal in writing to the OTA Program Director no later than one week following receipt of dismissal letter from KVCC.
2. The Academic Dean and OTA Program Director will determine whether the student petitioning for probationary status will be granted the requested status.
3. Students may appeal once to re-enter the program on probationary status. (see above)

OTS 206 and 208 are separate courses. If for any reason a student is unsuccessful in either FW II experience(s) they will be placed on probationary status and must repeat the FW experience in the same practice environment. A student may repeat an unsuccessful FW only ONCE. If a student fails both OTS206 and OTS208 -they will be dismissed from the OTA Program. *If a student fails OTS206 they may formally appeal to make another attempt. This does not affect their progression in OTS 208*

Any student who does not consistently demonstrate the Essential Performance Skills (as determined by Faculty, Adjunct instructors, and/or fieldwork educators) at any time in the program progression, regardless of numerical score or criteria pass, may not progress through the OTA program.

INACTIVE STATUS

If there is more than a one semester lapse between “a dismissal appeals to return on probationary status” students must re-apply to the program under the general admissions procedures. The student must comply with the current admissions requirements for the program.

WITHDRAWAL POLICY

Students who withdraw from the program in good academic standing for academic or other reasons may apply defer from the program within one academic year by following this procedure:

1. The student must meet with their faculty advisor, program director, and a representative of student services, if desired.
2. Appropriate withdrawal forms must be completed and signed by all individuals involved.
3. Options for completion of the program will be developed by the program director, faculty advisor, student services representative, and student.
4. Any student accepting this option is required to audit a course that assists with readiness for advancing in the program or to complete a directed study that supports skill and knowledge development needed to advance in the program. The schedule will be determined by the OTA Program Director and the student. If the student does not follow through with the determined process, they will not move on in the OTA program. Audit of any OTA course is highly recommended and may be required depending on circumstances.

Students granted probationary status will be placed in a part time completion option. *The following is the basic part-time option protocol:*

1. OTA (OTS) courses passed with a “C” or better will not necessarily have to be repeated. This will be decided on a case-by-case basis depending on student learning needs.
2. Students are strongly advised to audit all OTA core (OTS) courses previously taken to maintain currency in OT profession.

This option is granted on a space available basis as class size is limited to 22 students. If requests outnumber the available spaces, the date of the earliest written request will be selected.

After one year from withdrawal, re-entry will not be automatically considered. The student must reapply for admission to the program.

STUDENT WITHDRAWAL BY DEFAULT

Should a student essentially withdraw from the OTA program by not attending classes, engaging in process, or contributing to required assignments, doing so without verbal or written withdrawal/notice, they will be withdrawn from the OTA (OTS) courses prior to the end

date of withdrawal for the semester. Should the student choose to withdraw in such a manner, they will not be allowed to reapply or reintegrate into the OTA program in the future.

RE-ADMISSION (Reintegration) POLICY

Readmission into the OTA program is not guaranteed. Students who are accepted to reengage in the OTA program must be prepared to:

1. Evaluate their initial performance for readiness: academically, emotionally, professionally, and clinically;
2. Determine areas of improvement and how to build skills necessary to be successful in their second attempt;
3. Develop a plan of action (including re-integration plan and/or updating courses) based on this assessment; attainable goals, and timeline.
4. Share the success plan of action with the OTA faculty, primarily the program director/chair;
5. Complete a formal reintegration student action plan;
6. Co- sign the success plan with the faculty and program director/chair;
7. Follow through on the remediation/re-integration plan and;
8. Complete the KVCC formal protocol

The student remediation/plan of action will be kept in the student's file within a locked filing cabinet.

Students are not guaranteed readmission into the OTA program. This is based on space availability as well as other considerations including:

- Faculty review/recommendations
- Previous academic performance/clinical performance
- Reason for failure or academic withdrawal
- Previous professional behaviors, behaviors of safety, ethical and honesty practices.

Any student who fails out of the OTA program and wishes to re-apply must do so within one (1) academic year and must:

1. Be in good academic standing
2. Formally re-apply meeting all admissions prerequisites
3. Meet with the OTA faculty to develop a remediation plan for success. This plan will be secured in the OTA faculty office in the student's file.

RE-INTEGRATION PLAN

The OTA program follows a Reintegration Plan into the OTA Program for students who fall out of rotation due to life circumstances, academic/FW failures, and/ or immunization currency failures, etc. Students must be in good academic standing, as defined in the KVCC catalog, to apply for readmission on a probationary status by following this procedure:

Academic Re-integration (for Semester Didactic Coursework)

Students must:

- Develop an action plan with OTA faculty/advisor. The action plan must include a method for changing the outcome. The OTA faculty and the student will create and review this plan together. When approved this action plan will be signed by all parties.
- **Audit** a class in the semester coursework that precedes the class that they are to take/retake. For example, if OTS210 needs to be repeated, then OTS110 will be audited during the spring semester to assist with skill development to support their reentry into OTS210. The choice of class is indicated by the course that requires repeating. The course will be decided between the faculty, program director/chair, and the student.
- All immunizations, CPR and fingerprinting, and background check information must be kept current while re-integration occurs. Some students will not have KVCC email available to them during these times or access to Complio. All students must be prepared to share contact information to stay in communication with OTA faculty during these times. Initiation is the responsibility of the student.

Formal Course Audit (theory + lab components)

This audit is conducted to ensure that the student's skills and knowledge are maintained. There is a charge of 33% tuition per credit to audit a class. There is no evaluation for this formal course audit.

If the failure occurs in semester two of the first year, the student will be required to sit in a formal course audit of OTS 101. Lab and open lab audits are automatically required. Theory audit is designed to meet each student's needs. Students can choose to appraise any course successfully completed in the spring semester, the following year to keep abreast of changes in the profession.

Fieldwork Re-integration

Fieldwork I –

Any student who is unsuccessful on Fieldwork I will not be able to move forward in the OTA program. They will be required to sit in a formal course audit of OTS 104 and any other courses deemed needed. Course audits are designed to meet each student's needs. Students may choose to audit any course successfully completed in the spring semester of the following year but are not obligated to.

Fieldwork II –

Any student who is unsuccessful during a Fieldwork II will:

1. Develop an action plan during the semester to be reviewed and created in collaboration with the Academic Fieldwork Coordinator (AFWC), the student, and fieldwork educator (FW)/supervisor. The AFWC is the individual who will approve the action plan. When approved, this action plan will be signed by all parties and a copy is provided to the student and FE.
2. If action plan goals are not met before the end of the placement, the student will be required to repeat the FW II experience within the same type of practice setting. For example, if a student is unable to successfully complete a pediatric fieldwork experience, then they will be required to repeat a pediatric fieldwork experience.
3. An individualized learning plan will be developed based on the identified growth needs of the student and the student will be expected to complete the learning plan prior to or during their repeat level II FW. The action plan will be carried into the repeat FW II and students will be expected to meet the requirements of the action plan.
3. Students are strongly encouraged to work with first year students in labs/open labs as they are available and to shadow an OT practitioner in the practice environment in question.
4. Students unsuccessful in fieldwork placements for behavioral/professional instances may be dismissed from the program (see *professional skills*).
5. Students must complete all level II Fieldwork requirements within 16 months following the completion of the didactic portion of the program. (ACOTE A. 3.3.)

OTA faculty view each student as an individual with unique strengths, personal experiences, and needs. Fieldwork re-integration or dismissal decisions are made on a case-by-case basis by KVCC with input from the fieldwork educator, OTA faculty, and student. When indicated the KVCC Academic Dean is consulted in the decision making process

All immunizations, CPR, fingerprinting, and background check information must be kept current while re-integration occurs. Some students will not have KVCC (maineccc.edu) email available to them during these times. All students must be prepared to share contact information to stay in communication with OTA faculty during these times. Initiation is the responsibility of the student.

OTA GRIEVANCE POLICY

Please find the KVCC policy, upon which this policy is based, on the KVCC website, located at https://kvcc-me.libguides.com/ld.php?content_id=73737532 Grievances and Complaints are filed in the secure OTA Faculty office file. A duplicate is in the individual student's file.

Academic Grievance

When a question or difference arises between a faculty member and a student concerning a

final grade, the following procedure will be followed:

1. The student must **FIRST** make an appointment and **meet with the faculty member involved** to discuss the action, bringing any relevant materials such as course outline, originals or copies of papers, lab reports, themes and examination grades.
2. The “next steps” process is outlined in the KVCC website in the student handbook.

OTA PROGRAM CONFLICT RESOLUTION AND PROGRAM GRIEVANCES

Any student or member of the community at large may file a complaint concerning the KVCC OTA program.

CONFLICT RESOLUTION:

The OTA student has a right to file a complaint and/or seek conflict resolution re: OTA Faculty.

PROCEDURE:

1. The student will speak directly with the person to whom the complaint is being directed.
2. If the problem is not resolved at the student/faculty level, the student should take the matter to the OTA Program Director.
3. If the problem cannot be resolved at the department level, the student has a right to request a meeting with the KVCC Academic Dean.

KVCC Academic Dean
Kennebec Valley Community College
92 Western Avenue
Fairfield, ME 04937
(207) 453-5000

GRIEVANCE AGAINST PROGRAM

The OTA student or member of the community at large has a right to file a grievance against the OTA program.

PROCEDURE:

The OTA student or community member will contact the KVCC Academic Dean. The grievance shall be registered in writing to:

KVCC Academic Dean
Kennebec Valley Community College
92 Western Avenue
Fairfield, ME 04937
(207) 453-5000

If the complaint involves allegations of discrimination under federal laws such as Title IX and Section 504, the complaint shall be registered verbally or in writing to:

Affirmative Action Officer and/or ADA Compliance Officer
Kennebec Valley Community College
92 Western Avenue
Fairfield, ME 04937
(207) 453-5000

The request/complaint must be registered in writing throughout each step of the procedure. All formal complaints will be investigated within (30) days.

OTA ATTENDANCE POLICY

Demonstration of: Professionalism; Reliability and Responsibility; Effective Communication; Accountability and Initiation Skills

The OTA Program believes that regular and prompt attendance at each class session is extremely important in demonstrating the above professional skills. It is also our belief that excessive absenteeism or tardiness reflects a student's attitude regarding these above mentioned skills. Therefore, Faculty cannot provide you with a quality education or reference if you are not present. Additionally, as part of preparation for a professional role in healthcare, attendance, promptness, presence, and attentiveness is expected for all OTA classes and sponsored activities.

Generally, students are expected to attend each class, be responsible for accessing all materials pertaining to the class and knowing about all announcements/schedule changes made in class, assignments due dates, etc.

If you are unable to attend a class, for any reason, you **must** contact the course instructor (not a classmate) no later than the day before class; otherwise it will be considered an unexcused absence and will be reported as such. This includes all sections of each lecture/lab. Lecture and lab are equal components to each OTA class. It is of the faculty discretion for students to arrange virtual attendance for classes if sickness prevents physical attendance.

The OTA program recognizes that sometimes there are circumstances, illness/events/emergencies which are extenuating. For absences of this type, the instructor will consider the mitigating situation and offer alternate options for engagement. A student may access lecture virtually with special permission from instructor and, at least, 24 hours advanced notice when faculty and student are able.

This policy is intended to be a general overview. All OTA syllabi have unique attendance policies supporting the coursework, timeframes, and standards. Each student must be aware of the attendance policy for EACH class.

Attendance at all scheduled classes, including labs, orientations, and lunch meetings is expected and absences are strongly discouraged. In accordance with College policy, attendance will be taken at each class and lab. Attendance is the responsibility of the student. Responsible attendance is a critical element in the essential skills profile.

If the total number of absences is extensive (2 or more classes/course), legitimate or not, it may be impossible for a student to meet the objectives of the course. In such instances the instructor may dismiss the student from the course.

A student has three (3) academic days to appeal the assessment of an absence. The appeal must be made in writing to the instructor/program director.

If you are absent on a presentation, project, examination/quiz day, you **must** contact the course instructor regarding this absence **PRIOR** to the in-class activity. It is the student's responsibility to work out a time with the instructor for a make-up test. This must be done by the **next academic calendar** day. If you do not contact your instructor regarding rescheduling, you will receive a zero for the required work. If you miss a group/team project or presentation you will not receive the apportioned credit for that segment.

Students arriving 10 (ten) minutes after scheduled start time of class will be considered late and will therefore be marked as Tardy when attendance is submitted. Students are asked to wait until the first break to enter the classroom/lab if tardy on quiz/examination days. This may require the student to reschedule taking the examination/quiz

Fieldwork Forums: Faculty expects students to come to class prepared for active participation in all activities. The student is responsible for the material covered in each session and for the acquisition of all classroom materials. The student is responsible to stay abreast of announcements and changes made in class. The Faculty expects students to come to seminar prepared.

TIME MANAGEMENT:

Effective time management is a professional requirement. All work—paper, projects, reports—are required to be on time (before class begins) as stated on syllabus or as noted in class. Late work will not be accepted after 3 days and will result in a zero unless alternate arrangements have been made with the instructor. Each day that the assignment is late is 10 points off the assignment until the 3 day point. It is important to remember that for each credit a student takes, independent work/homework/assignments is anticipated to take between 2-4 hours per credit. That means, if you are taking 15 credit hours during a given semester, you will be engaging in up to 60 (sixty) hours on your own.



COMMUNICATION:

Effective verbal/non- verbal and written communication is a necessity in the health care field. Accurate spelling, punctuation, and sentence structure are required on all typewritten material. This will be considered in each paper/report presented. All reports/papers must be clean copies. Please review your grading rubric for outline.

Students will periodically receive emails from their faculty. It is the expectation that upon receipt of the email, that a response will be provided to the sender. A simple “received”, “thank you”, “understood”, etc. is adequate for informational/instructional emails. If a specific question is asked by the faculty, the expectation that a clear answer will be provided in response.

PROFESSIONALISM

Professional behaviors is an expectation that is held of students at all times. As defined, professionalism is participation in a profession whilst using specific techniques, attributes, and ethics of that profession.

All students in the OTA program are viewed as Occupational Therapy professionals at a student level. This designation requires students to demonstrate professional behavior during the entire OTA program (academic, fieldwork, and social/campus arenas {with peers and faculty}).

Professional behaviors include, but are not limited to:

- effective verbal communication and interaction skills (in person, virtually, in written form, etc.) A simple example of this is to answer emails that you receive from faculty and others in the program.
- effective time/personal management skills
- active participation in all OTA program activities
- properly demonstrated hygiene and effective grooming and acceptable attire for a given situation.
- safe and ethical judgment and conduct
- demonstrated self-awareness
- proper cooperation and collaboration, maintaining an equal contribution to group process
- accepting and applying feedback
- giving adequate and respectful feedback
- maintaining a high degree of commitment to learning
- reliability and dependability (do what you say you are going to do, for example)
- demonstrating initiative
- using proper presentation of information (typed, neat, orderly, and clean paperwork/projects).
- adherence to all KVCC policies and to all fieldwork site policies.

The development of professional behaviors and professional identity are considered an important component of the OTA curriculum. Students engage in advising experiences throughout their tenure in the program, initially at a more informal level which advances to a more formal assessment as the program progresses. Students will complete a simple professional behaviors self assessment prior to going out on their Fieldwork Level I (FW I) and review them throughout/by the end of their FW I experience. They will also participate in the Personal Performance Summary the fall of the second year (last didactic semester). Students will meet with faculty at the beginning and end of the fall semester to reflect, review, and create plans for skill development that will support their Fieldwork Level II (FW II) readiness. Students will then review the PPS and reflect on goal attainment prior to graduation at the end of spring semester of their second year.

CONFIDENTIALITY/HIPAA POLICY/FERPA

Confidentiality is most important in all arenas of healthcare and community service. Federal law (HIPAA) and state laws demand that all healthcare personnel assume an obligation to keep in confidence all that which pertains to a client or a client's affairs. All OTA students are required to keep all information about "clients" completely confidential. To engage in any discussion for any reason is not only a breach of confidentiality but may also create legal proceedings. Such behavior is sufficient reason for immediate dismissal. This rule includes service learning, Fieldwork I and Fieldwork II and/or any other setting while in the OTA program. All OTA students are required to sign a confidentiality statement each semester indicating that you are aware and understand the need to maintain confidentiality in all aspects of your work as an

OTA student. **Students are required to sign a confidentiality agreement as part of their participation in the OTA Program.**

Class/Lab

A variety of personal information may be exchanged in the OTA program. Much of this information is not confidential, but proprietary. Please note the difference and use respect and discretion.

Unauthorized photos or audio taping of peers/faculty (in class) *without approval* is unacceptable and will be treated as a breach of student conduct and ethical behavior.

FERPA

The OTA program complies with Family Educational Rights and Privacy Act (FERPA) rules for each OTA student.

BRIGHTSPACE LEARNING MANAGEMENT SYSTEM

KVCC uses Brightspace as its internet interfacing tool and the OTA program uses this technology in its curriculum. For all of the OTA classes, Brightspace is your “go to first” location for information, syllabus, schedules, assignments, exams, learning resources, grades, and much more. During the pre OTA program course, you the student will be provided education on the use of, navigation of, and strategies for success related to Brightspace. If you have any question regarding Brightspace you can always ask faculty, but additional resources are available to you via BoLTS, which is KVCC’s Brightspace Support Program. BoLTS can be reached at KVCCBoLTS@maineccc.edu

THE VIRTUAL CLASSROOM-

All students are expected to create an account with zoom using their maineccc.edu email address (school provided) information. Students are to utilize the zoom platform for all engagement in the virtual component of the hybrid OTA program. Students are to utilize their first name only for their name designation when participating in the OTA virtual classroom. Should more than 1 student have the same first name, a first initial of last name will be added to their virtual classroom name.

VIRTUAL CLASSROOM GUIDELINES:

- Students may only enter the lectures that are cited on their schedule.
- Lecture meeting IDs may never be shared with others outside of the class.
- The background for a Zoom session must be the student’s setting. For privacy purposes, students are allowed to blur their background. This setting must be respectful to the other participants and offer enough light for the student’s face to be visible.
- Students are expected to arrive on time for the lecture session. Students will be admitted to the “waiting room” before being admitted to the class. It is expected that students remain for the entire Zoom lecture.

- Students must log into the Zoom account using your KVCC email (e.g. astudent@maineccc.edu) Any specific instructions from the KVCC IT Department must be followed.
- Students are asked to post their first name only for virtual classroom experiences. Should two (2) students have the same first name, then a first initial last name will be used in addition to the first name.
- Students should be properly groomed/dressed for lectures.
- Zoom is a virtual classroom; therefore, all “live” classroom guidelines apply, such as treating all participants with courtesy and respect.
- Students should “mute” their devices unless directed by the faculty member to speak.
- Students should not use the “chat” option for casual conversation among each other.
- Posture before the camera must be conducive to active learning and participation (e.g., no reclining). The student’s full face must be visible in the camera frame. Students at times may be asked to demonstrate a movement or activity. Student’s must have a camera that is adequate for such a demand.
- Offensive or inappropriate language may not be used in any form of communication. This includes emails, discussion postings, group projects, and submitted assignments which may be part of, or an extension of, the Zoom lecture. The use of any profanity (written, drawn, displayed or spoken) during a ZOOM session is unacceptable.
- Students may not take screenshots or screen recordings of virtual lectures without the explicit permission from the faculty member.
- Students are not to use the AI feature of Zoom unless explicitly provided permission by the instructor.
- All students must sign an “Online Student Learning Agreement”, acknowledging understanding and commitment to upholding expectations.

Disciplinary Action for Unacceptable Behavior

- Disruptions to a Zoom lecture may lead to the removal of the student from the remote learning session for part or the entire lecture.
- Students who are removed from a Zoom session for disruptive behavior may not receive any credit for the activity, lecture work, assessment, or participation that occurred during the session.
- Repeated disruptions will be referred to the Dean of Students and may result in disciplinary action.

TECHNOLOGY and SOCIAL MEDIA ETIQUETTE (cell phone, recording devices and computer/ laptop/ tablets, social media, etc.)

Purposeful use of the above technology in opposition of these policies is unethical. Students may be asked to leave the program if unacceptable use is determined.

The program espouses that technology usage is a way of demonstrating respect for the opportunities of learning offered within the OTA program.

Cell Phone Etiquette

Cell phones are to be silenced while students are in OTA classes, activities, lab, or service learning. Cell phones are **not permitted at any fieldwork setting**. We suggest that cell phones silenced and in your bag prior to class/lab/SL. If you have an emergency/urgent need to keep your cell phone live you must discuss need of use with instructor prior to class/lab. Students who do not comply with this etiquette may be asked to leave class.

Laptops/tablets are to be used only for class use: note taking, completing assessments and assignments. Online browsing, shopping, social media, email contacts, etc. are always prohibited in any OTA class. If you use your laptop/tablet for anything other than immediate classroom work (example: note taking) you will be asked to leave. This is not in accordance with our policies of respect and professionalism and will be documented as an unexcused absence.

Recording Device Etiquette

Auditory recording devices, et al, may be used in class/lab however, if a student plans to record a class he/she must make the OTA professor aware prior to and must be responsible to turn off the recording device at breaks and during confidential class discussion. No recording (video or audio) is acceptable without permission from OTA faculty.

Social Media Etiquette

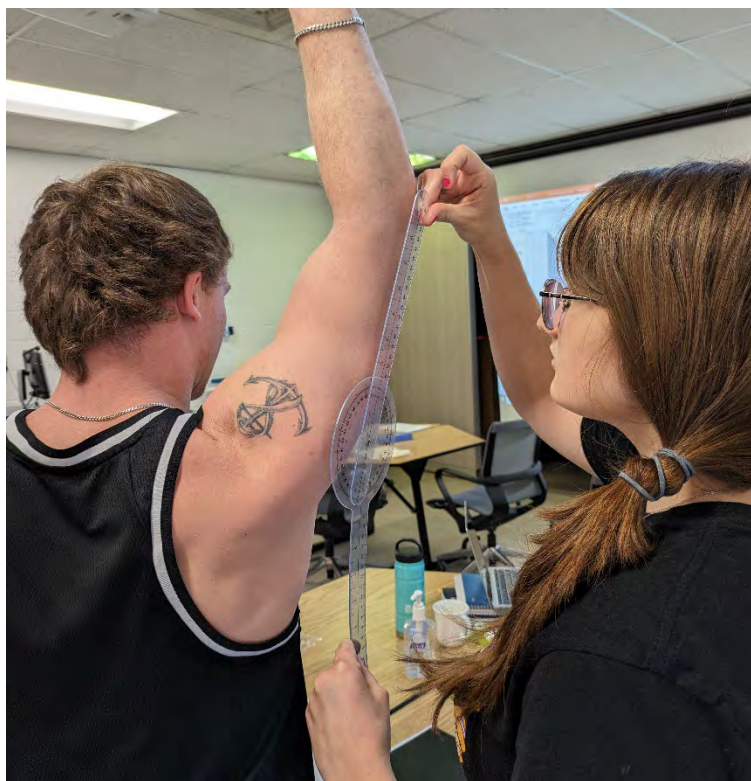
Unprofessional use of social media, including talking about peers, posting unprofessional personal photos and/ or those taken in lab (which are proprietary), discussing KVCC faculty and/or FW supervisors may have unintended negative consequences. Behavior unbecoming of an occupational therapy professional (student level) may be grounds for dismissal and may also hold negative implications for future employment.

Under the guidance and direction of the OTA faculty, students may utilize social media as opportunities to highlight what the OTA program is doing, community events, student sponsored events, educational activities, the role of the OTA, and promote public relations between the institution/program and the community. All photographs or videos must be approved by the OTA Program Director. This informational posts will be posted by the Marketing Director of KVCC, submitted to that individual by the social media “guru” for the OTA class. Students are encouraged to speak up and identify if they are not comfortable with their image or reference being utilized in social medial posts.

PROFESSIONAL DRESS and HYGEINE

Please use proper hygiene and be prepared to dress as a professional while in the OTA program.

Professional appearance is an important means of instilling confidence in others regarding your skills. Individuals who choose to pursue a healthcare career must look and behave professionally. It is expected that each student’s appearance will reflect respect for self and others. Students are required to dress professionally as required for the task at hand while in lab and class. Attire for fieldtrips varies from place to place. Hair, artificial nails, nail length, nail polish, and jewelry may directly impact others. Fragrances (perfumes, scented hand lotions, hair products, etc.) should be avoided as they may cause discomfort and interact with allergies. If your hair is shoulder length or more be prepared to tie it back or up during lab activities. Professional discretion must be used as to coverage and fit of clothing; however the following is unacceptable at any time:



1. Clothing that is not permitted in OTA Lab/tasks includes:
 - Shirts or blouses tied at the midriff, clothing improperly fastened, or anything item that allows skin to show on stomach or lower back when arms are raised or when bending over)
 - Halters, backless dresses or tops, spaghetti straps, tube tops, tight tank tops, or muscle shirts unless covered, at required times, by an outer garment. There will be specific laboratory experiences were a tank top is appropriate for palpation and visible inspection to contribute to the learning process.
 - Cleavage/undergarments and midriff area should not be visible.

- See through clothing.
 - Exposed undergarments .
 - Short skirts or short shorts (more than 5 inches above the knee)
 - Hats, visors, sunglasses, and hooded shirts/sweatshirts are not permitted in the lab space nor on field trips, fieldwork experiences, etc.
2. Accessories and Embellishments: Jewelry is to be at a minimum. Take time to consider the rings that are worn. In laboratory experiences, no more than 2 rings per hand should be worn, and rings with high settings (which may pierce gloves or injure others) should not be worn. Piercings and other jewelry are expected to be removed if they cause physical safety concerns such as earrings that dangle, necklaces, bracelets, etc. Avoidance of tattoos on facial regions is best. Rules regarding dress, hygiene, piercings, and tattoos may be set by individual FW sites.
 3. Hygiene is of import as well. Hair is to be pulled back if longer than shoulder length, washed, well groomed. Fingernails are to be neat and to not exceed the tip of the finger in length. No artificial or acrylic nails are permitted. Students should demonstrate good oral and body hygiene, free from odor.
 10. Non-slip, closed toes shoes are required for all lab experiences.
 11. Shoes must be in good condition. Socks must be worn with shoes and lacings must be kept tied. Boots, hiking shoes, high heels, flip-flops, sandals, crocs, or high topped athletic shoes are not permitted.

It is considered paramount to dress in a manner which is professional and respectful of the import of the activity the student is engaging in. Students are expected to wear business casual level of attire. This means that no sweatpants, sweat shirts, full zip fleeces, jeans, casual wear is allowed. Students will be graded based upon their physical presentation as well as their oral presentation/engagement. This expectation is held for:

- Guest speakers engagement
- Laboratory practical examination(s)
- Any fieldtrips
- MeOTA presentation
- In class / virtual presentations
- PTA/OTA interprofessional collaboration(s)
- OT/OTA Intraprofessional collaboration(s)

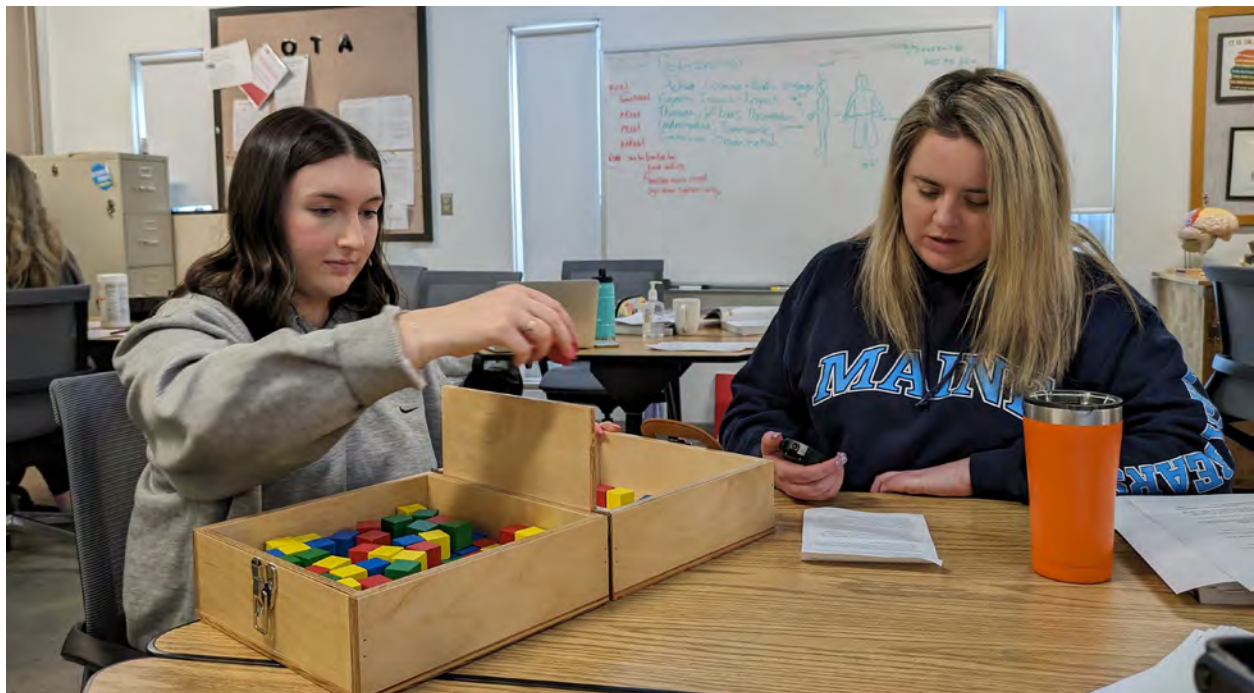
Fieldwork Dress Code

Attire for fieldwork- Level I and II will depend on the dress required by each facility. Piercings may need to be removed and tattoos may need to be covered for Fieldwork participation depending on facility policy. Additionally it should be noted that some facilities hold a dress code for hair color. Students are expected to comply with the dress code of the facility where they engage in Fieldwork experiences. It is the students responsibility to ensure that they know

the facility's dress code policy prior to the start of the fieldwork. See below for name tag expectation.

Name Tags

All OTA students must have a KVCC student name tag. These nametags will be purchased for you as part of your lab fees during the 1st semester in the OTA program. Identification must be worn at all times when the student may be representing the OTA program. This include: lab practical examinations, student presentations, intraprofessional and interprofessional activities. Fieldwork sites will determine what additional forms of identification to be used, but students are asked to wear their KVCC student name tag while on their Fieldwork I and II experiences.



STUDENT GUIDELINES and POLICIES FOR OTA Program/LAB – See Lab Manual for additional information.

Each semester every student will choose a “role” to fulfill within the program. These roles support

the efficiency and safety of all participants. Each student is required to fulfill this obligation.

The OTA program complies with all KVCC safety policies. All faculty and students are required to read, understand and abide by KVCC's "Lock Down" policy and Emergency Evacuation policy and procedures.

The OTA Program strives to provide the KVCC community with a safe and healthful work environment. Serious attempts will be made to minimize recognizable hazards. It is the intent of the Program to comply with all occupational health, safety, and fire regulations and recommended practices.

The OTA Lab Policy Manual can be found in the OTA lab room K-212. The policies in the manual include other learning labs associated with the OTA program. Each OTA student is required to read and sign the corresponding form designating they have read and understand this policy within the first two weeks of the semester. Both reading and sign off are mandatory. All activity in the lab must be safe and according to the policies and procedures outlined.

The OTA lab is for the use of the OTA program and OTA students only. No one else is to be in the OTA lab without faculty permission. All OTA students are responsible for keeping the OTA lab in order and "picked up." You will be responsible for care of the contents in the OTA lab.

Students and faculty are responsible for the thoughtful care of all equipment used in the lab. Any person willfully damaging, degrading or demonstrating ill use of furniture/equipment/materials will be financially responsible for repairs or replacement.

The OTA Program is responsible for maintaining a safe environment for students in the lab during educational activities. Students will receive instruction on proper use prior to utilization for lab learning activities.

The following must be observed while participating in activities in the OTA lab, room 212 King Hall:

1. Clothing which is suitable to lab instruction must be worn. This may change depending on lab activities and student responsibilities.
2. All people, materials, and equipment must be handled with respect. This means awareness of diversity issues as well as returning all equipment and supplies to the designated place. Keeping the kitchen, refrigerator, adaptive equipment, and assistive devices clean and in working order is expected.
3. All/any damaged or hazardous materials must be reported to the OTA faculty or program director immediately.
4. Foods and beverages may not be permitted. This decision is made according to activity. Food choices may be impacted by allergies that other students may have.
5. Any student who has allergies to foods, latex, dust, etc. must inform instructors.

6. Students must only use OTA lab with the knowledge of the OTA faculty.
7. Any student who sustains an injury while in the OTA lab must report the incident to OTA faculty immediately and fill out an incident report.
8. All equipment/materials, computers, storage, and kitchen area must be kept clean, orderly, and re-stocked according to protocol.
9. All students/faculty must comply with KVCC safety policies including hazardous materials (see OTA Lab Policy manual).

Requests for scheduled lab use (for peer/peer):

The use of lab for peer practice, peer tutoring and/or peer workgroups is at the discretion of the

faculty member responsible for the learning. The protocol for use is as follows:

1. Student(s) make a request to faculty responsible for course with which the practice/tutoring is warranted.
2. This request must be made, in advance, at least one day ahead of use time. The request must be in writing. Please include day, timeframe (beginning to end), number of students involved and a student contact responsible for the space.
3. A copy of this request will be forwarded to the Director of Maintenance for security purposes. The student requesting must understand the safety policies, take responsibility for the lab and for the safety of peers while in the lab.
4. Students must alert maintenance when they are occupying the lab and when they vacate the lab.
5. Students are responsible to turn off lights and lock doors upon leaving.
6. If a student has not demonstrated professional behaviors pre-request, access may be denied.
7. Any request in which safety might be an issue (transfer practicing, use of weights, splinting, use of electrical materials, will be denied.
8. The kitchen appliances are not to be used during any peer to peer lab use.
9. No items are to be removed from the lab; all items must be returned to their original place after use.
10. Sharps are to be kept in their secured position in the lab.

Universal Precautions (UP) and Infection Control

Students must use proper hygiene techniques and UP techniques, when indicated. Washing hands, tables, collective and individual areas is a must in between activities and classes.

Gloves must be worn if a student has a lesion/open wound on his/her upper extremities.

Maintenance must be contacted if there is a contamination issue or if there is a safety issue in the lab.

All students will be responsible for the general cleanup of the lab.

- Classroom area cleaned/disinfected daily
- Kitchen area cleaned/disinfected daily
- Appliances/equipment cleaned after personal use; once /week if indicated
- Kitchen tools are to be washed, dried and put away after each class day
- Linens are to be placed in the laundry bag for laundry pick up after each use. This includes sheets, towels, etc. used for lab
- Assistive technology and adaptive equipment are to be wiped down with antiseptic solution available

in the lab. This includes: mats, wheelchairs, canes, walkers, AE, therapy balls, etc.

Any student using the lab must be aware of, understand and comply with any KVCC Policy regarding campus security and safety. For more information regarding the laboratory policies, please refer to the OTA program lab manual. It is available within Brightspace for courses which include a laboratory component.





OTA Program Fieldwork Handbook

Fieldwork education is a crucial part of the preparation of the occupational therapy assistant and is integrated as a component of the KVCC OTA curriculum design. The experiences provide students with the opportunities to carry out professional responsibilities under supervision, to develop reflective practice skills, engage in ethical practice, to reinforce and develop professional reasoning skills and for role modeling. (Adapted from ACOTE, 2023 Standards)

The Academic Fieldwork Coordinator (AFWC) for the KVCC is responsible for the program's compliance with ACOTE fieldwork education requirements and student requirements (immunizations, background checks and CPR, etc.), for assessing quality of sites, for coordinating contracts, and for working with students to ensure "the best fit" for each student's educational needs.

KVCC has in excess of 150 FW sites. This raw number is adequate to meet the needs of all students but not all contracted settings accept OTA students annually. All KVCC OTA students participate in five fieldwork experiences in total (including level I and II). No student will attend any setting/facility twice. Most of the fieldwork sites are within the state of Maine. At times, students are able to pursue out of state fieldwork experiences. These experiences are coordinated on a case by case basis between the student, AFWC, and the potential site.

Level I Fieldwork (FWI)

“The goal of Level I fieldwork is to introduce students to the fieldwork experience, apply knowledge to practice, and to develop understanding of the needs of clients”. (ACOTE, 2023 Standards)

Level I FW at KVCC OTA consists of two (2) one-week experiences in a variety of settings and one (1) remote case study and situation-based “virtual week” fieldworks. It is expected that the fieldwork experiences in clinical settings are **full-time** in nature. These fieldworks are primarily observation and/or simulation with limited participation. Level I Fieldwork occurs during the summer session between the first and second years. Level I Fieldwork is a 2 credit course and is imbedded in the 5 week intensive summer semester with OTS 107 and OTS 109. Some students may need to complete COM 104 in the summer semester as well. This is typically completed after the 5 week OTA program intensive. Students must successfully complete all semester 1 and semester 2 coursework and must register for this summer course prior to its commencement.

Level II Fieldwork (FWII)

“The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings”. (ACOTE, 2023 Standards)

FWII consists of a minimum of 16 weeks’ full-time Level II fieldwork (2 separate eight-week fieldwork experiences) during the spring semester of the second year.

During Level II Fieldwork students will participate as entry-level OTAs with duties and skills commensurate with service competency. The Level II Fieldwork experiences are in two different settings. It is not customary to have a Level I and Level II experience at the same site. Students may participate in one (1) non-traditional experience and are required to pass placements in an adult rehabilitation, psychosocial, and pediatric setting to meet ACOTE standards for program completion.

All OTA students must complete 16 weeks of Level II Fieldwork within 16 months following completion of the didactic portion of the program. Fieldwork Level II is offered spring semester.

Students who are unable to successfully complete either OTS 206 or OTS 208 will be required to repeat a FW II experience. As stated in the reintegration plan, the failed experience must be repeated in same practice area. Students must arrange a repeat of OTS 206 or OTS 208 with the AFWC. Generally a student who fails either OTS 206 or OTS 208 is able to repeat the FWII the following spring semester; other options may be considered for those who have withdrawn for health reasons or other extenuating circumstances. This process takes approval from the Academic Dean.

Please Note:

The fieldwork component(s) of the Occupational Therapy Assistant program are to be undertaken *only* by those students who:

- a.) have successfully completed all academic prerequisite course work
- b.) who are current with all required immunizations
- c.) who are currently CPR certified
- d.) who have completed State of Maine (DOE) fingerprinting and independent background check with success
- e.) who have demonstrated adequate performance in all of the Essential Performance Skills (EPS) including: academic, professionalism, self-awareness, and an ability to work with others (as noted in Essential Performance Skills and through the rubric standards).

Immunization, background check and fingerprinting tracking and CPR deadlines are student responsibilities. It is recommended that all checks, immunizations, and CPR certification be completed prior to the start of the first semester. All checks, immunizations, and CPR certification are required to be complete by the end of the first academic semester.

*OTA Faculty holds the right and responsibility to assess and determine all realms of FW readiness, academic and professional including EPS, for each student. This is a collaborative effort between each student and faculty based on essential skills of an OTA student at KVCC. The process is outlined in this OTA student handbook.

Fieldwork Placement

Students must be aware that placement assignments are not guaranteed and may require reassignment to a different placement at any time before or during a Fieldwork rotation. Fieldwork placements are developed through a collaborative process between the fieldwork site, student, and academic fieldwork coordinator. Priority is given to educational need, experience, and availability of sites.

Students may be required to travel up to an hour and a half (1.5) away from their homes to participate in fieldwork education experiences. A student may apply for assistance with travel expenses through KVCC. See OTA Faculty for more information.

Legal Issues

KVCC OTA Program requires fingerprinting and background checks for student participation in both FW I and FW II. This requirement corresponds with the demands of FW sites. These checks are at the student's expense. Expenses may change at any time.

It is important to note that a **Felony Conviction** may make a student ineligible to complete Level I and or Level II FW, as well as affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

IMMUNIZATIONS and LEGAL DOCUMENTATION

All matriculated students born after 1956 are required by Maine State Law to show proof of immunizations for measles, mumps, rubella, and diphtheria/tetanus. Additional immunizations are required in the OTA Program in order to meet the requirements of the clinical facilities. Documentation must be received prior to attending any fieldwork experiences and are required to be documented by the end of the first semester in the OTA Program.

Immunizations:

Without proper documentation of the necessary immunizations, students will not be able to complete the OTA program. Changes in immunizations or legal requirements may occur at any time. The financial burden of any requirements belongs to the student.

Students who have been accepted into the OTA program must agree to work with an outside agency to collect, document and track required personal healthcare/legal information (immunization status, BLS/CPR, healthcare background checks, DOE fingerprinting etc.) as required by the OTA program. Each student is responsible for the cost of these services. Students are required to meet the OTA program's deadlines for developing and maintaining a current personal healthcare information portfolio and uploading to **Complio**. Immunizations, CPR, fingerprinting, background checks, etc. are the requirement of the FW sites. The OTA program must comply with the sites requests. In addition, drug testing may be a requirement of clinical education sites. Students will be responsible for the cost of such testing if required by the site.

You must be re-immunized if your diphtheria/tetanus is out of date, or if you received your measles/rubella vaccines on or before your first birthday. Re-immunization is highly recommended if the MMR (measles, mumps, and rubella) vaccine was given before 1980. Blood titers may be drawn to prove immunity at the student's expense. Your doctor/health care professional's signature along with immunity status must be provided to the College whenever a titer is done.

Even with extenuating circumstances students will not be permitted to participate in any fieldwork experience if ALL immunizations are not current by February 15th (AY-#1). A copy of the immunization tracking form must be maintained and on file. Laboratory information will not be accepted as verification of immunization compliance.

*All immunization information, background check and fingerprinting protocol are subject to change based on CDC rules and regulations and FW site determinations.

Immunization and legal documentation requirements can vary at any time while you are in the OTA program. Please note that **you** are responsible for tracking, accessing and maintaining a current record of your immunizations and background information. The following is a *sample system* for tracking your immunization needs:

1. Sign-up for Complio account (instructions given during orientation/accepted student night)
- 2.. Review the requirements.
3. Track previous immunizations on the Complio program.
3. Plan a new timeline for acquiring any new immunizations by the second week of December, first semester.
4. Make an appointment with your healthcare provider.
5. Have your doctor/healthcare provider complete the Allied Health Department immunization requirement tracking form (available from the Enrollment Services Center). All students are required to have their doctor/healthcare provider complete the KVCC immunization form, with the proper immunity status noted as either immune or not immune for all titers and positive or negative for PPD test. The OTA program will not accept lab reports.
6. Make a clean copy for your records.
7. When complete, and signed by your doctor/healthcare provider, scan and upload documentation to Complio site for approval. **This is due December 19, Semester 1.** Extenuating circumstances must be reported to the AFWC prior to the end of first semester. If any immunization/legal documentation is outstanding, you must provide a date for completion to the AFWC at this time.

Fieldwork will NOT be scheduled until this information is complete and documented as such.

Some immunizations require ANNUAL tests and/or boosters. It is the student's responsibility to stay abreast of immunization updates.

All immunizations must be completed (and or the Hepatitis B series in progress with a documented date of completion) prior to the end of fall semester, year one (1).

All immunizations are at the expense of the OTA student. Immunization requirements can change and do. The following immunizations are currently required for all those students in the OTA program:

Allied Health Programs (EMS, HIM, MAS, MLT, OTA, PTA, and RAD)

Below are the required immunizations for our Allied Health programs. These are not part of the admission process to these programs; however, proof of vaccination for the following infectious diseases must be submitted prior to working in all healthcare facilities for fieldwork or clinical

placement.

- Proof of COVID-19 vaccination and booster.
- Proof of immunization against Tetanus, Diphtheria and Pertussis (TDAP) within the last ten (10) years
- Proof of immunization against Measles, Mumps & Rubella (MMR) or Titer; if non-immune, requires additional MMR Vaccinations
- Proof of a negative 2-step test for Tuberculosis (PPD), or equivalent (TSPOT Blood Test)
- Proof of immunization against Hepatitis Series B and Titer (6+ month process). If non-immune, a waiver is required.
- Proof of immunization against chicken pox and a Varicella Titer if non-immune, two (2) doses of Varicella vaccine is required followed by a Varicella Titer
- Influenza vaccines may be required annually depending on healthcare facility requirements

Exceptions: The following protocol must be followed:

Medical Exemption:

1. Attach a dated, signed statement from your doctor requesting a medical exemption to your immunization form.
2. Attach a dated/signed personal statement acknowledging your understanding of the risks to your immunization form.
3. Both statements must be submitted to the Academic Fieldwork Coordinator and uploaded to Complio six months prior to any fieldwork experience.

Please note that as an OTA practitioner you cannot deny OT intervention based on your own or your client's medical, philosophical, or religious views.

It must be understood that all students who are exempt for any reason will be required to leave the college/fieldwork site if there is an outbreak of any disease for which an exemption has been given. Also note that some medical institutions will not accept students without proper immunization for fieldwork education.

All students are required to obtain, track, and complete immunization requirements independently. Each student's healthcare provider must sign the forms. All students are required to sign a release of information which allows the College to comply with clinical agency requirements which may include sharing of individual student health information.

Special Circumstances:

If you know that you have a special circumstance, please contact the AFWC immediately.

Students who are non-immune to Hepatitis B (Hep B) must receive counseling from their doctor/health care provider and complete and sign the Hep B Indemnification Form. Choice of fieldwork rotations may be limited for students who are non-immune to Hep B. A booster and or new series may be required. Students can request these forms from the Academic Fieldwork Coordinator.

Students must receive the varicella titer/vaccination from their health care provider. (See immunization agreement)

Note: If a student who is non-immune to varicella is exposed to chickenpox the student will not be permitted to attend any fieldwork rotation until the incubation period has ended.

The OTA program's immunization requirements are developed based on CDC guidelines and are therefore a work in progress. New information received from the CDC may affect the immunization policies which appear in this handbook. Students are highly encouraged to listen closely for new alerts and changes to immunization policies which may occur in class/OTA meetings.

CPR

Current CPR Certification: Basic Life Support (BLS) from the **American Heart Association** is required in the OTA Program. Basic Life Support (BLS) for the Healthcare Provider course is required. This is a 2 year certificate provided after training with the American Heart Association. Online certification is not acceptable. Proof of certification must be current and uploaded to Brightspace prior to any fieldwork experience. Fieldwork will not be scheduled without proof of completion. This is due by the end of first semester, first year.

Blood Borne Pathogens Exposure, Treatment and Testing

Infectious Diseases

Applicants who consider a career in the OTA profession should be aware that during the course of their education and subsequent employment, they will be working in situations where exposure to infectious diseases is probable. This is an occupational risk for all health care workers. Persons should not become health care workers unless they recognize and accept this risk. Proper education and strict adherence to well-established infection control guidelines, however, can reduce the risk to a minimum. Thorough education in infection control procedures is an integral part of each health care program.

In the event of blood borne pathogen exposure (BPE) any student at KVCC must refer to the Blood Borne Pathogen Policy developed and utilized by KVCC students and employees.

Exposure to Latex

Additionally, applicants should be aware that exposure to natural rubber latex (NRL) is likely. Individuals exposed to NRL products may develop allergic reactions such as skin rashes; hives; nasal, eyes, or sinus symptoms; and, rarely, shock.

Criminal Background Checks

Applicants to certain programs need to note that a criminal background check will likely be required while enrolled in the program or as a condition of employment in the field. Certain internship and/or practicum sites, such as health care facilities, may limit or deny clinical privileges to those students who have a prior or current criminal record.

Should a clinical facility refuse to permit a student to complete a clinical rotation based upon the student's criminal background check, the student may not be able to complete the program. In the event a student is denied placement at a clinical site the College will likely be required to enter an academic dismissal from the program. Additionally, NBCOT may refuse a student ability to participate in the certification exam and certain state licensing boards may refuse to issue a license to practice based upon prior or current criminal offense (s).

Finger Printing

All students in the OTA program must complete finger printing through the Department of Education (DOE). As a number of FW placements are school based, the DOE holds the requirement of those who work with children in a school setting have finger printing on file. The student is responsible for the cost of the finger printing process and must maintain record, in complo, as well as physical form to provide to FW sites if requested.

Felony Conviction

Any student with a felony conviction must be prepared for the following consequences:

1. inability to complete academic work due to service learning requirements.
2. inability to complete Level I and/or Level II fieldwork.
3. inability to sit for NBCOT certification exam.
4. inability to obtain state licensure for OTA.

COSTS

Costs associated with required immunizations, criminal background checks, finger printing (when applicable) and admission testing are the responsibility of the applicant and conducted through American Data Bank.

Fieldwork sites require extensive background checks and Maine's Department of Education (DOE) fingerprinting student participation. These checks are monitored by the student and are acquired at the student's expense. There are varying costs to the background checks based on how many states a student has resided in. All students need printed verification of status. The outcome may affect academic learning experiences and FW opportunities.

Students who become out of rotation, for any reason, will need submit an attestation letter that indicates whether or not they have had an legal charges against them since the original background check.

FIELDWORK READINESS

Assessing fieldwork readiness is a collaborative effort between each student and the OTA faculty. An assessment of a student's self-awareness and interpersonal skills may be made by faculty using input from Level I assessments, Personal Performance Summaries (PPS), Essential Performance Skills, classroom observations, and student interview. Based on this assessment, program faculty will jointly prepare a Student Action Plan for students requiring a plan for readiness. This action plan is completed after the PPS, by faculty, in the event that an OTA student has not demonstrated adequate competency in any or all of the following: OTA courses, OTA Essential Performance Skills and Program Rubrics, and Objectives and Competencies needed for graduation.

The process is as follows:

1. The PPS is completed by student and reviewed by faculty;
2. An interview is scheduled;
3. If problems/discrepancies are flagged a meeting is scheduled;
4. Faculty prepares an action plan and discusses results with student;
5. The student may request a copy of the action plan. The original will be kept on file in the OTA Faculty office.
6. Decision to move ahead to fieldwork (with a plan) or to develop a remedial plan will be made.
7. Meetings and check-ins may be scheduled as needed throughout fieldwork placement to assess goal progress and remediation.

Faculty may complete an action plan on students who successfully complete all prerequisite occupational therapy courses. The action plan & PPS will be used as a resource in making assignments for Level II Fieldwork and, when suitable, as supporting documentation for a student that faculty does not recommend for Level II Fieldwork for reasons other than grades.

COMMUNICATION:

Effective communication is paramount to a meaningful and successful fieldwork experience. Students are asked to respond promptly to their fieldwork educator(FE) and other onboarding staff prior to the start of the fieldwork experience and throughout the experience. It is requested of all communication that the academic fieldwork coordinator (AFWC) be cc'd in all communications. This includes simple conversations such as: cancellation due to weather, calling out sick, changing of schedules, performance concerns, etc. Students are additionally encouraged to reach out to OTA faculty for support and questions regarding resources and additional information as needed during their FW experiences.

All OTA students are required to sign a release form allowing for shared communication with fieldwork educators as necessary and pertinent to the academic fieldwork transition. Information discussed will be of an academic and OTA "skill" nature. Disclosures regarding special learning needs are confidential and students are encouraged to discuss this with FW educators individually. Fieldwork educators are considered to be adjunct faculty members of the OTA program. Some pertinent information about learning may be shared. The KVCC OTA program expects of all students that they will maintain HIPAA and confidentiality as a component of being an ethical practitioner. Students will be expected to sign a confidentiality agreement prior to engaging in fieldwork experiences. Students may additionally be expected to sign a confidentiality agreement at the respective FW site.

FIELDWORK MINIMAL PASSING GRADES:

Grading Criteria

All fieldwork experiences are graded PASS/FAIL. OTA fieldwork education grades are based on Student Fieldwork Evaluation Forms and various assignments. Evaluation forms are completed by Fieldwork Educators/On-Site Supervisors.

Level I Fieldwork - A grade of "C" (73%) must be maintained on all three (3) experiences. Various external assignments must be handed in for successful completion of Level I fieldwork.

The OTA Faculty has the right and responsibility to determine the final grade.

Level II Fieldwork - Students must attain a competency as noted on the Kennebec Valley Community College Occupational Therapy Assistant Student Evaluation Tool for Level II Fieldwork (KV-OTA FPT) to successfully complete Level II (73%). This grade does not necessarily correspond to KVCC's grading structure. OTA skills, critical thinking, ethics and professionalism, and communication are some of the graded categories for Level II FW. Students must attain a 3 or better in select categories at the final evaluation to be considered for passing. The Academic Fieldwork Coordinator will review each evaluation and comments. Students who demonstrate ethical and/or safety concerns may not be successful. Passing is determined based on the final score and the coordinating comments of supervisor.

Fieldwork Failure and Return to the OTA Program

A student may withdraw (academically/institutionally) from a fieldwork experience due to extenuating circumstance, but this will count as a "failure" within the FW structure, meaning that a student has only one (1) additional attempt to complete the fieldwork experience successfully.

Fieldwork Reintegration:

Fieldwork I –

Any student who is unsuccessful on Fieldwork I will not be able to move forward in the OTA program. They will be required to sit in a formal course audit of OTS 104 and any other courses deemed needed. Course audits are designed to meet each student's needs. Students may

choose to audit any course successfully completed in the spring semester of the following year but are not obligated to.

Fieldwork II –

Any student who is unsuccessful during a Fieldwork II will:

1. Develop an action plan during the semester to be reviewed and created in collaboration with the Academic Fieldwork Coordinator (AFWC), the student, and fieldwork educator (FW)/supervisor. The AFWC is the individual who will approve the action plan. When approved, this action plan will be signed by all parties and a copy is provided to the student and FE.
2. If action plan goals are not met before the end of the placement, the student will be required to repeat the FW II experience within the same type of practice setting. For example, if a student is unable to successfully complete a pediatric fieldwork experience, then they will be required to repeat a pediatric fieldwork experience.
3. An individualized learning plan will be developed based on the identified growth needs of the student and the student will be expected to complete the learning plan prior to or during their repeat level II FW. The action plan will be carried into repeat FW II and students will be expected to meet the requirements of the action plan.
3. Students are strongly encouraged to work with first year students in labs/open labs as they are available and to shadow an OT practitioner in the practice environment in question.
4. Students unsuccessful in fieldwork placements for behavioral/professional instances may be dismissed from the program (see *professional skills*).
5. Students must complete all level II Fieldwork requirements within 16 months following the completion of the didactic portion of the program. (ACOTE A. 3.3.)

OTA faculty view each student as an individual with unique strengths, personal experiences, and needs. Fieldwork re-integration or dismissal decisions are made on a case-by-case basis by KVCC with input from the fieldwork educator, OTA faculty, and student. When indicated the KVCC Academic Dean is consulted in the decision making process

All immunizations, CPR, fingerprinting, and background check information must be kept current while re-integration occurs. Some students will not have KVCC (maineccc.edu) email available to them during these times. All students must be prepared to share contact information to stay in communication with OTA faculty during these times. Initiation is the responsibility of the student.

ATTENDANCE

Attendance at fieldwork (both Level I and Level II) is mandatory for completion.

Level I fieldwork is full-time at three different practice environments. These sites are staggered between OTS 107 and OTS 109 in the summer semester. If you must miss time you **must** notify

the AFWC and your site supervisor prior to the start of the work day. Additionally day(s) experience may be added to the fieldwork based at the discretion of the AFWC and FE.

Level II fieldwork is full-time unless special arrangements have been made. If you must miss time from your fieldwork experience, it is your responsibility to notify the facility and/or your supervisor prior to the start of the day. According to ACOTE, you may miss two (2) days. All other days must be made up. Snow days and vacation days will be viewed on a case-by-case basis in collaboration with the student, AFWC, and fieldwork site. Students on Level II fieldwork are responsible to follow the attendance policy and time requirements for the fieldwork site.

Please do not make arrangements for vacation during level I or level II FW schedules/semester. This may jeopardize your ability to complete the program in the scheduled timeframe.

Fieldwork Inclement Weather Policy

Level II Fieldwork does not comply with the KVCC calendar. KVCC campus cancellations **DO NOT** apply to fieldwork sites unless otherwise noted.

Social media and Cell phone use on Fieldwork

Students are not to use social media or cell phones on fieldwork. Those who use social media and/or cell phones at any Level I or Level II Fieldwork setting may be jeopardizing their successful completion of the fieldwork experience. It is expected of the student that cell phones will be silenced and placed within their bag at all times at work except when on break/lunch, which at that point as long as they are in a private area, they may utilize their cell phone. Photography is not permitted.

Travel/Living Expenses

Fieldwork Education Partners throughout New England are used by the OTA program. Students may have to commute a distance to a Fieldwork Education center or assume a temporary residence. Students are responsible for accessing and/or providing their own travel and living expenses. In some cases, housing and/or meals are provided at no charge or at a discount by the Fieldwork Education center. While not a requirement, students are strongly advised to have a car available.

Critical Incident Report

Any directly observed action or inaction by a student which jeopardizes the physical and/or emotional safety of another student, client, or other personnel will result in the filing of a Critical Incident Report by the instructor or Fieldwork Educator. All Critical Incident Reports will be reviewed by the Academic Fieldwork Coordinator, the Program Director, and the Academic Dean. This review process may result in the student being placed on probation for the remainder of the school year or dismissal from the program.

Medical/Injury/Illness Reporting

In the event of an illness, accident, injury, or other medical condition that hinders a student's ability to perform in the classroom or laboratory setting, the Occupational Therapy Assistant program may require a physician's statement authorizing the student to continue participation in academic and/or fieldwork courses. Specific release guidelines may be requested for situations involving back injury, surgery, pregnancy, communicable diseases, etc.

If a student is injured in class, lab, or fieldwork, the course instructor must be notified immediately. The student will also notify his/her course instructor of the condition so that appropriate policies may be followed.

If the student is injured at fieldwork, the fieldwork educator must be notified immediately and the student may be treated in the hospital emergency room or may go to a private physician, based on the facilities policies. An incident report will be filed with the AFWC at KVCC, and the AFWC will communicate with additional personnel as needed..

It is the responsibility of the student to advise the course instructor or fieldwork educator of any activity limitations or changes that occur from this condition that may affect successful completion of the current course objectives.

Fieldwork Dress Code

Attire for fieldwork- Level I and II will depend on the dress required by each facility. Piercings may need to be removed and tattoos may need to be covered for Fieldwork participation depending on facility policy. Additionally it should be noted that some facilities hold a dress code for hair color. Students are expected to comply with the dress code of the facility where they engage in Fieldwork experiences. It is the students responsibility to ensure that they know the facility's dress code policy prior to the start of the fieldwork. See below for name tag expectation.

Name Tags

All OTA students must have a KVCC student name tag. These nametags will be purchased for you as part of your lab fees during the 1st semester in the OTA program. Fieldwork sites will determine what additional forms of identification to be used, but students are asked to wear their KVCC student name tag while on their Fieldwork I and II experiences.



KENNEBEC VALLEY COMMUNITY COLLEGE

OTA Program – After Fieldwork

Graduation Activities:

A pinning ceremony occurs after the completion of the Level II Fieldwork experiences, just prior to commencement. OTA students are encouraged to plan to what degree they desire this ceremony to symbolize and be. It can occur as part of senior forum II, or may be a separate ceremony/graduation activity. The SOTA club sponsors the OTA Pinning Ceremony. The graduation class determines the themes, decorations, refreshments, etc. The pinning ceremony is limited to students who have successfully completed the requirements of the program.

Evening of Excellence is an institutional activity where specific students receive an invitation based on their academic or clinical performance, or if they are nominated for one of several institutional awards. Students receive an invitation by mail for this graduation activity. OTA faculty are present and engage in the ceremony with the students.

Commencement occurs each May for the OTA program. Students are encouraged to attend and march as part of their class. A representative from the OTA faculty will be present for commencement.

TRANSFERABILITY to Occupational Therapy Programs

KVCC has positive relationships with the OT programs within the state of Maine. Applicants to occupational therapy education program must be aware of the specificity of educational requirements for preparation at each level.

OTA and OT level occupational therapy educational programs are two distinct paths of study leading to complementary, but different practice roles. Counseling of prospective students should reflect the differences in career development.

Therefore:

1. All professional level occupational therapy students applying for admission to associate level occupational therapy programs,
2. All associate level occupational therapy students applying to professional level occupational therapy programs, and
3. All occupational therapy students wishing to move within the same occupational therapy education level but between institutions, are subject to individual college

requirements and articulation policies. Students cannot assume automatic transfer of credits or preference in admission.

KVCC and BEYOND - STUDENT LIFE:

Associations/Clubs:

Student Occupational Therapy Association Club (SOTA)

Students are strongly encouraged to participate in the SOTA club during their engagement in the OTA program. This club supports student awareness of professional issues, can undertake service learning and community based activities a, and engage in fundraising to cover costs of activities, meetings, fieldtrips, etc.

From the SOTA Handbook (2023): SOTA's Role in AOTA National Governance

In order for your SOTA to have a voice in the greater occupational therapy profession and to stay updated with the latest news and opportunities, it is important to understand and take advantage of the role of SOTAs in AOTA's governance structure. However, it is important to note that SOTAs are not officially affiliated with or under the responsibility of AOTA other than through the ASD Representative. Every SOTA should have an elected Assembly of Student Delegates (ASD) Representative and an Alternate. The responsibility of the ASD Representative is to share SOTA members' interests, questions, and concerns with the ASD Steering Committee, a group of elected student officials. The ASD Representative is also responsible for relaying information from the ASD Steering Committee to their SOTA on topics such as professional updates, calls for action, resources, and other AOTA opportunities. The ASD Steering Committee officers serve as the student voice on several instrumental AOTA governing bodies including the Board of Directors, Representative Assembly, Commission on Practice, Commission on Education, and Volunteer Leadership Development Committee.

Each class is responsible for electing individuals into team positions, creating a mission statement, and outlining the tasks or activities that it is committing to taking on during the academic year.

See: <https://www.aota.org/publications/ot-practice/ot-practice-issues/2021/student-chapters-perspectives>
<https://www.aota.org/community/get-involved/for-students>

KVCC Clubs and Organizations:

Student Engagement

KVCC students can find a breadth of student engagement opportunities on the KVCC campus that are both in person and virtual in nature. Those opportunities could include, but are not limited to student clubs, student employment, services, community service, and student engagement events. We encourage our students to become involved, try something new, step outside their comfort zone, and embrace these opportunities as it will provide further growth and development beyond the classroom experience. Students can find more information about student engagement events by perusing the KVCC Events page or in looking at the events tile in the KVCC App. The Office of Student Life encourages students who are seeking to find leadership opportunities or experience, volunteer or community service hours, or who are looking to feel more connected to campus, please reach out to the Director of Student Life or look up <https://www.kvcc.me.edu/clubs-organizations/>

Experiences you might engage in include:

- Student senate
- KVCC food pantry
- KVCC blood drives
- Phi Theta Kappa
- 3D printing club
- D & D club
- Sports Activities/Clubs
- And more!

PROFESSIONAL ORGANIZATIONS AND EXPANDED EDUCATION OPPORTUNITIES:

It is required of all students that they maintain a membership with both The American Occupational Therapy Association (AOTA) and the Maine Occupational Therapy Association (MeOTA). Due to this requirement, the fees and process for application are embedded into specific courses at the beginning of each academic year. The OTA program regards active membership as integral to professional practice.

During the first week of both OTS 101 and OTS 201*, the students will participate in the application process to both of these organizations. Faculty will guide students throughout this process.

Additional opportunities for professional development are available to students through these memberships as well as additional membership opportunities:

- Through the membership with AOTA, students have privileges that allow them to access a number of continuing education opportunities free of charge, as the student membership mirrors the plus+ level membership in that regard. For more information



regarding student benefits, explore <https://www.aota.org/community/get-involved/for-students>

- Students through occupationaltherapy.com are permitted a free membership while a student. This allows them the opportunity to engage in a myriad of additional education opportunities. See faculty for more information.

* Core OTA Courses

Opportunities to expand your knowledge and world view include:

- World Federation of Occupational Therapist, which is an international organization of OT professionals. This organization contributes to setting education standards throughout the world and promoting evidence based practice through research. Check them out: <https://www.wfot.org>
- Coalition of Occupational Therapy Advocates for Diversity(COTAD). From their website: What we do: We organize events, network, partner, educate, and share resources to address issues of systemic racism and oppression, occupational injustice, healthcare inequity, and structures, policies, and norms that perpetuate race-based advantage in health care, education, and society at large. Check out their website at <https://www.cotad.org>

BELONGING TO THE OT PROFESSION:

Graduates of the KVCC OTA program are eligible to sit for the National certification exam for the Occupational therapy assistant, which is administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a certified occupational therapy assistant (COTA). All individuals within the state of Maine are additionally required to attain and maintain a state licensure, and in fact, all states in the United States require a licensure. State licenses are usually based on the results of the NBCOT certification exam.

ACCREDITATION

The KVCC Occupational Therapy Assistant Program is accredited by:



Accreditation Council for Occupational Therapy Education (ACOTE)
7501 Wisconsin Avenue, Suite 510E
Bethesda, MD 20814
(301)652-6611
Website: www.acoteonline.org
Email: www.accred@aota.org

By maintaining accreditation through ACOTE you are therefore graduating from an accredited institution, which allows you to take your NBCOT certification exam and be licensed in the state that you plan to practice.

LICENSURE/CERTIFICATION Process: KVCC graduate to Board Certification and Licensure

National Board for Certification in Occupational Therapy:

Graduates of the program are eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). Information about NBCOT and the certification exam can be found at:

NBCOT
1 Bank Street, Suite 300
Gaithersburg, MD 20878
(301) 990-7979
Website: www.nbcot.org
Email: info@nbcot.org

Students have the right to full disclosure of national OT/OTA program pass rates. To compare Kennebec Valley Community College OTA Graduates' performance on the NBCOT Certification Exam go to this link to examine pass rates for all OTA programs,
<https://www.nbcot.org/Educators-Folder/SchoolPerformance>

State Licensure:

After successful completion of the NBCOT exam, the individual will be a Certified Occupational Therapy Assistant (COTA). The State of Maine requires licensure for all occupational therapy practitioners (OT and OTA). Individuals who complete the AAS degree in Occupational Therapy Assistant at KVCC are eligible for licensure by the State of Maine (1 year temporary licensure, permanent licensure upon passing NBCOT exam). All states have laws which require legal licensure, certification, and/or registration to practice. For individuals who plan to practice in another state, they will need to apply for licensure in that state. There are a number of states who are part of the OT License Compact Initiative, which will provide reciprocity for practice between the states. For more information regarding the compact initiative, please explore

<https://otcompact.org>. It should be noted as of 2024, the compact is not an active program, but rather still in development. Information is available on the AOTA website regarding state licensure requirements at <https://www.aota.org/career/state-licensure>.

For further information regarding state of Maine licensure, look online at: <https://www.maine.gov/pfr/professionallicensing/professions/board-occupational-therapy-practice>, or contact the:

State of Maine
Board of Occupational Therapy Practice
35 State House Station
Augusta, ME 04333-0035
(207) 624-8624
www.maine.gov

A felony conviction may affect a graduate's ability to sit for the NBCOT certification and therefore attain state licensure, or may impact the ability to attain a state license.

As of December, 2024, the fees that are required for an individual to obtain NBCOT certification and Maine State Licensure include:

- **KVCC Transcripts** (sent to NBCOT): 6.00
(<https://www.kvcc.me.edu/academics/information/transcripts-requests/>)
- **NBCOT Certification Exam Fee:** online fee \$540.00
(<https://www.nbcot.org/fees>)
- **NBCOT Score Transfer fee:** 1 time free if added with exam application each additional is 35.00
(<https://www.nbcot.org/fees>)
- **Maine State Licensure Fee:** \$51.00
(<https://www.maine.gov/pfr/professionallicensing/professions/board-occupational-therapy-practice/licensing-occupational%20therapist-occupational-therapy-assistant>)
- **Total cost to apply for certification and licensure (Maine) = 632.00**
(\$597.00 if you remember to add the state of Maine to the exam application through NBCOT)
This does not include the costs if you want a temporary license.

DOCUMENTS THAT SUPPORT STUDENT PROFESSIONAL DEVELOPMENT:

The American Occupational Therapy Association has a number of official documents that are meaningful to the developing practitioner and to practice as an OT/OTA.

These documents are located at: <https://www.aota.org/practice/practice-essentials/aota-official-documents>

Please take time to review documents including:

Guidance Documents:

Occupational Therapy Practice Framework: Domain and Process, 4th Edition (2020)

A Descriptive Review of Occupational Therapy Education (2023)

Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services (2020)

Position Papers:

Occupational Terminal Degree (2022)

Philosophical Base of Occupational Therapy (2017)

Value of Occupational Therapy Assistant Education to the Profession (2019)

Philosophy of Occupational Therapy Education (2018)

Occupational Therapy's Commitment to Diversity, Equity, and Inclusion (2020)

Occupational Therapy Fieldwork Education: Value and Purpose (2022)

Importance of Collaborative Occupational Therapist-Occupational Therapy Assistant Intraprofessional Education in Occupational Therapy Curricula (2017)

Professional Standards:

AOTA 202 Code of Ethics

For a full list of AOTA ethics resources, please refer to the AOTA website at

<https://www.aota.org/Practice/Ethics.aspx>

Standards of Practice for Occupational Therapy (2021)

Standards for Continuing Competence in Occupational Therapy (2021)

References

Accreditation Council for Occupational Therapy Education. (2023). *2023 Accreditation Council for*

Occupational Therapy Education (ACOTE) Standards and Interpretive Guide.

<https://acoteonline.org/accreditation-explained/standards/>

American Occupational Therapy Association. (ND). *Official Documents.* [https:](https://www.aota.org/practice/practice-essentials/aota-official-documents)

www.aota.org/practice/practice-essentials/aota-official-documents

Giles A.K. et al. (2021) *Occupational Therapy Curriculum Design Framework*. The American Journal of

Occupational Therapy, 2021, Vol. 75 (supplement_3), 7514320020.

<https://doi.org/10.5014/ajot.2021.75S3008>

Kennebec Valley

National Board for Certification in Occupational Therapy (2025). *Certification Exam Handbook*.

https://www.nbcot.org/-/media/PDFs/Cert_Exam_Handbook.pdf

State of Maine Board of Occupational Therapy Practice.

(<https://www.maine.gov/prf/professionalicensing/professions/board-occupational-therapy-practice>)

Again, Welcome to the Journey.....



Occupational Therapy Assistant Program