# Occupational Therapy Assistant

2024-2025

# Table of Contents

# I. Message from the Dean

Dear College of Technology Student,

Congratulations on your decision to pursue your education at the Idaho State University College of Technology.  On behalf of all faculty, staff, and administration, I want to take this opportunity to personally extend a warm welcome.  Our mission is to provide you with the skills, knowledge, and abilities to be successful in your chosen career.

I am pleased to see that you made the decision to join the largest, most comprehensive postsecondary technical institution in the state of Idaho.  You now belong to a college that boasts an alumni base of more than 23,000.  For more than 100 years, students have graduated from Idaho State University with the technical skills necessary to successfully enter the workforce.  I am confident that you will also be prepared by our faculty to pursue your passion and have an enjoyable lifetime career.

Amid the excitement of enrolling at Idaho State University, you probably have many questions.  This student handbook has been prepared for your use and contains the answers to many of your questions.  If you would like additional information, please contact your faculty or Student Services directly.  We are all here to help you succeed in your studies and stand prepared to assist you with your concerns.

Once again, welcome to the College of Technology.

Go Bengals!

Jerry Anhorn

Dean

# II. Program Introduction

This handbook is designed to provide information and serve as a resource for most questions and school situations you may encounter as a student in the Occupational Therapy Assistant program.  The information provided in this handbook is meant to supplement that provided in the Idaho State University Handbook and Official Student Code of Conduct.

All students are directly responsible to the instructors first.  Details regarding program procedures will be covered and questions answered during orientation at the beginning of the program or as the need arises.  Problems of any nature will be brought to the attention of the instructors and program coordinator.  They will seek assistance for a student problem.  If a student feels a need for a conference with someone other than an instructor or the program coordinator, a meeting may be arranged with a student success navigator from the College of Technology Student Services at (208) 282-2622.

## Program Administration

The Occupational Therapy Assistant program is operated by the College of Technology, Idaho State University.  The program works in cooperation with the Idaho Career & Technical Education and is approved b y the State Board of Education.

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).



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# Program Information

## Introduction

As you read this handbook, there will be several different forms you will be asked to sign. A few of these forms will be required for your participation in the Occupational Therapy Assistant program.

First, you will be asked to sign a handbook receipt acknowledgement form that stipulates your agreement to abide by the policies and rules within the handbook.

Secondly, you will be asked to sign an Access & Confidentiality Agreement that requires you to keep specific types of information confidential.

The third form that you are asked to sign is a form that asks for your consent to participate in laboratory procedures. This form must be signed before you can participate in laboratory activities. A student is not required to participate in any laboratory procedures that may have a negative impact on the student's health. However, students must demonstrate safe and proper delivery technique for all laboratory procedures that are listed in each class syllabi.

All the details that you agree to are discussed in the appropriate sections in this handbook. Please read carefully because you must sign all but the Photography Consent Release form to participate in the OTA program coursework. If there are any concerns or questions, please contact the OTA Program Coordinator.

## General Disclaimer

NOTE: Licensure, certification, and/or employment applications related to some degree programs require students to disclose any history of criminal prosecution which may include the student's driving record.  Students who have a criminal history are strongly encouraged to contact the licensing agency or meet with the coordinator of the program they are interested in, prior to beginning classes, to discuss potential impediments to licensure, certification, or employment.

## Degrees/Certificates Offered

- Associate of Applied Science            Occupational Therapy Assistant

## Occupational Therapy Assistant Vision Statement

At the forefront the OTA program at Idaho State University will be at the forefront of scholarship, leadership, service, and practice.

## Mission Statement

We seek to develop entry-level clinicians who have a desire for lifelong learning and service to diverse populations.  Our students will demonstrate occupation-based interventions with application of evidence-based practice.

## Occupational Therapy Assistant Philosophy Statement

The OTA program at Idaho State University believes that humans are unique, diverse and creative beings that have an innate need and right to engage in activities/occupations *throughout* their lives.  To meet the needs of the clientele that OTAs interact with, our program is committed to excellence in teaching, promoting service and fostering inter-professional activities.  We mirror the AOTA statement on philosophy of OT in that our program at Idaho State University believes therapeutic use of occupation/activity is the basis of which is fundamental to remediation and restoration, health promotion and well-being, health maintenance, disease and injury prevention, and adaption/compensation.  We believe that the outcome of occupational therapy and focus is to engage our clients' in occupations that are meaningful to them and that support their participation in life situations.  In the OTA program at ISU, our

graduates will understand the therapeutic value of engagement in these meaningful occupations and how they are a means and an end in therapy.

The OTA program at Idaho State University believes that students are occupational beings.  Students bring with them their own life experiences along with a desire to learn and for self-discovery.  The faculty understands that students have different learning styles and believe that to develop excellent clinicians, we as instructors need to provide diverse instructional styles as well as opportunities to share each other's rich life experiences to elicit meaningful and purposeful engagement and collaboration between student and instructor.  This will promote active, engaging participation in the educational process and as instructors, we will work to enhance our students' ability to apply the learned principles into practice.  We also believe that the OTA program at Idaho State University must include coursework that covers a diverse and global population across the lifespan.  Our students need to be able to:

- Understand and identify occupational activity for each client
- Use sound, evidence based practice
- Assist clients in adaptation to their situation
- Enter the workforce with entry level skills to become excellent clinicians
- Become educators
- Develop desire to be lifelong learners impacting healthcare, political, cultural, and social systems.
- Enter emerging practice fields as well as current settings, advanced practice in rural settings, collaborate with other professionals and educate the community.

According to the philosophical base of occupational therapy, "Occupational therapy is based on the belief that purposeful activity or occupation, including its interpersonal and environmental components, may be used to prevent and remediate dysfunction and to elicit maximum adaptation."  The role of the occupational therapy assistant working collaboratively with the occupational therapist, under this philosophy, is to assist clients who have experienced a disruption in their life, adapt to, and overcome these interruptions in human development.  The job of ISU's occupational therapy assistant program is to educate students to be able to identify occupation for each client and use sound, evidence based practice to assist that client in adaption to their situation.  The core belief of this philosophy is that human beings are unique and each has a relationship with the world that is individual to that client.  The role of occupational therapy then becomes a vehicle to maximize our clients' performance with meaningful, desired activities and performance skills.

The philosophical base of OT as a profession state that human beings adapt to their circumstances as a function of intrinsic motivation.  The philosophy that the human is an active being whose purpose is defined by activity also applies to the OTA student in our program.  Because ISU students in the College of Technology will most likely

consist of a blend of traditional and non-traditional adult learners, the basic tenants of Malcolm Knowles' adult learning theory were used to design the OTA curriculum. Knowles' premise states that "adults enter into a learning experience with a need to know why they should be learning what is being taught." Keeping that in mind, the OTA program was designed to interrelate so that each class uses educational experiences linked to real-life job or career experiences as well as draw on student's life history and experiences. The program plans to use standardized patients, case studies and when able, clinic settings for students to participate in hands on learning experiences. Fieldwork level I and II will help provide these opportunities.

The educational process at ISU for the OTA program begins with the learning of required competencies in the core curriculum. Once a student is accepted into the OTA program, the curriculum builds on those core competencies and becomes more specific and complex to the discipline of OT. The OTA student will learn foundational occupational therapy concepts that will be built upon more specialized occupational therapy theory and treatment classes which will include laboratory time to practice skills and techniques designed to prepare the student for an ever changing healthcare world. Over the course of the program, students will have the opportunity to see a wide variety of practice settings and treatment approaches. Just as it is the role of the occupational therapy practitioner to be a vehicle to maximize a client's performance with meaningful, desired activities occupations and related performance skills, we believe that as instructors, it is our role to facilitate maximum learning and performance skills in our students to become excellent clinicians.

The philosophy of the OTA program at ISU in the College of Technology is congruent with the mission statement of ISU which is to advance scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. cutting-edge research, innovative artistic pursuits and high-quality academic instruction. This philosophy and mission is congruent with AOTA's philosophy of occupational therapy education which states that OT education must "reinforce the development of new knowledge supporting the use of occupation, the application of clinical reasoning based on evidence, the necessity for lifelong learning and the improvement of professional knowledge and skills. The OTA program at ISU also shares these principles in that the objective of the educational process for the OTA is to work in a diverse world, apply skills based on knowledge and embrace the desire to be a life-long learner.

Adult learners, according to Knowles (1996), are motivated to learn by intrinsic and extrinsic motivators. Because the ultimate outcome for the graduates of ISU's OTA program is employment, the educational process will strive to demonstrate to the student how the concepts in the classroom will directly relate to a future job. The OTA graduate is thought to be as dynamic and adaptive as the client populations they serve.

Through the outcome of the congruent goals and mission, it is the belief that our OTA students will be intrinsically motivated to assume the role of lifelong learner by seeking learning, teaching and research opportunities that will lead to overall success and growth of the profession and our community.

References:

*(American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. American Journal of Occupational Therapy , 71(Suppl. 2), 7112410045. https://doi.org/10.5014/ajot.2017.716S06)*
*American Occupational Therapy Association. (2014). The Philosophy of Occupational Therapy Education. American Journal of Occupational Therapy, December 2015, Vol. 69, pg 1-2. American Occupational Therapy Association. November/December (2011), The Philosophical Base of Occupational Therapy , Vol. 65, S65.*
*Knowles, M., Holton, E & Swanson, R. (1998). The Adult Learner . (5th Edition). Houston:*

## Program Objectives

1. Demonstrate professional behavior, ethical standards, values, and attitudes of the occupational therapy profession.  Develop foundational knowledge of the profession.
2. Practice within the distinct role of the occupational therapy assistant and develop critical thinking skills.
3. Advocate for the profession, services, and the consumer.
4. Value life-long learning and the need to remain current with evidence-based practice and research.
5. Perform OT interventions using creativity and adaptive methods.
6. Serve a diverse population in a variety of systems as a generalist, entry level practitioner.

## Student Learning Outcomes

Graduates of the Occupational Therapy Assistant program will have the following learned capabilities:

1. Demonstrate knowledge and skills in areas of science relevant to the role of occupational therapy assistant including anatomy/physiology and psychology.
2. Demonstrate knowledge of the basic tenants of occupational therapy and able to apply competent interventions at an entry-level skill across the lifespan.
3. Understand the role of the OTA and the relationship between the OTR and OTA, while demonstrating the ability to utilize purposeful activity to facilitate adaptation and mediate dysfunction for all age groups, disabilities, and occupational roles.

4. Demonstrate ability to provide quality services in a wide variety of practice environments including emerging areas of practice.
5. Demonstrate the necessary occupational therapy skills to meet the practice needs of the occupational therapy community, which includes:
    a. Assisting with data collection as directed by an OTR
    b. Administer standardized test/assessments
    c. Develop and modify interventions and treatments
    d. Select, adapt, and implement intervention, equipment, education
    e. Effectively communicate and collaborate with the inter and intra professional community and family members/caregivers
    f. Maintain records and documentation
    g. Able to demonstrate the skill of "therapeutic use of self"
    h. Assist with discharge planning, transitional planning, evaluation, and intervention planning
6. Exhibit behaviors consistent with the Occupational Therapy Codes of Ethics and Professionalism while representing the profession.
7. Demonstrate the value of being a lifelong learner through continuing education, technical advancement, leadership opportunities, career advancement, and community service in occupational therapy.
8. Advocate and promote the field of occupational therapy.

## Course Sequence

Within the curriculum design there is a focus on the occupational therapy practice framework.  The program curriculum is carefully structured in a stepwise fashion to facilitate adult learning and progress.  The first step begins with understanding normal behavior and basic biology in the prerequisite courses of Introduction to General Psychology and Concepts Biology Human Concern.  Medical Terminology will orient the students to an understanding of standardized medical language used among health care providers.  Throughout the program, students will complete general education requirements with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals.  These skills are integral to developing a well-rounded, entry level professional.

The fall semester introduces foundational skills and information about occupation, the history of the profession, roles, ethics, supervision standards, documentation, and practice settings, along with an overview of lifespan development as a foundation to understand the impact of disease or dysfunction on occupation in Foundations of Occupational Therapy.  Students have an introduction to understanding themselves, their new environment and occupations as they embark on this new career through personality testing and learning style inventories.  Students are introduced to the normal structure and function of body cells, tissues, organs, and systems in Anatomy and

Physiology.  A conceptual overview of activity analysis and practice skills in detailed analysis of activity for therapeutic use of self, technology, manual arts, media and activity (occupations), and documentation is learned in Therapeutic Activities.  Students are able to practice these new skills in laboratory activities.  Group dynamics are also introduced and explored.  Kinetics of human motion with an emphasis on normal motion and movement patterns in the context of activity and Occupational Therapy is taught in Human Movement for Occupations.

Evidence-based practice begins as students use research to learn to recognize limitations of human movement and impact on occupational performance.  Abnormal Psychology begins the introduction of variations from normal in the context of psychosocial dysfunction, historical approaches to mental illness, and evaluation of current practice in diagnosis and treatment of psychological disorders.  Students see real world application as they go on their first Level I Fieldwork where they observe clinicians in diverse work settings.  Student objectives are to observe, analyze and begin to reason and rationalize why we "do what we do."  This is a one week, 40 hour experience that allows students to come back to the classroom and expound on their observations.

In the spring semester, the next step is taken when the curriculum moves to building an understanding of basic therapeutic skills.  Theory and Treatment of Psychosocial Dysfunction provides more in depth instruction in techniques and treatment related to psychological pathologies and conditions.  Students learn how these diagnoses impede occupational performance and students are introduced in clinical reasoning to facilitate understanding of how we promote change to allow for occupational engagement.  Students begin to utilize clinical reasoning skills to gather data, and determine performance problems in the performance areas found in the Occupational Therapy Practice Framework.  Students learn to state those problems in objective, client-centered terms, and then research simple preparatory and occupation based intervention and activities to foster occupational engagement.  Activity analysis, activity grading and activity selection, as well as group dynamics are taught more in depth in these classes and students begin to see how to apply treatment principles to specific diagnoses.  Students advance their presentation skills and teaching as they share knowledge about conditions and intervention with their classmates.  Now that students have an understanding of themselves from the spring semester, they begin to employ themselves therapeutically to affect their clients and the environment to improve outcomes in treatment interventions.  It is the beginning of understanding creativity and adaption when planning treatment.  Students continue their learning of pathology and its effect on occupation with the study of Neurological Theory and Treatment.  Here, the students learn diagnoses and evidence-based treatment for neurological diseases and dysfunction.  Normal and abnormal movement will be studied and students will learn strategies of modification, therapeutic activity and exercise to enhance engagement in occupation that are meaningful and necessary.  Students utilize clinical reasoning to gather data and determine impact on performance areas as they apply to specific conditions and environments.  Students identify those problems in objective, client-centered terms, and then research preparatory methods and occupational based

interventions and activities to minimize those problems.  Critical thinking and ability to use evidence-based research is demonstrated and assessed as the students prepare summaries of specific conditions and implementations of planned simulated treatments.  Current and emerging practice techniques and methods will be explored in lecture and laboratory with simulated treatment practice.  Students begin to practice documentation during these courses and are provided feedback to further develop this entry level skill.  In the course, Practice Management, students learn day-to-day clinical issues related to clinical operations, documentation, quality assurance, compliance, ethics, and program management skills which builds beyond the introductory coursework in Foundations of OT in the first semester.  The Practice Management coursework is designed to help students understand the dynamic and ever changing health care system and obtain critical thinking skills needed to navigate with confidence at an entry level.  The second Level I Fieldwork takes place allowing students to further explore role delineation, supervision and documentation standards while observing clinicians in diverse work settings for one week, 40 hours total and come back to the classroom to share their experiences and reflect on the impact of pathology on function.

Second fall semester, students take on the dynamic practice of pediatrics in Pediatric Theory and Treatment and Theory and Treatment of Physical Dysfunction.  In these classes, students explore diagnoses and conditions commonly seen in this population such as adaptive seating, feeding, adaptive technology, as well as look into emerging practices and practice settings for children and adults.  Challenges to occupational performance will be explored and students will learn to consider all areas including person, environment and occupation.  Professional Transitions is a course offered to prepare students for Level II Fieldwork, the certification exam, and to make the transition from student to clinician.  A portfolio or "toolkit" will be prepared that includes treatment ideas and other reference material that the students have gathered throughout the program to take with them into the working world.

At the conclusion of classroom-based education, students move to the real world clinical experiential learning in their two Level II Fieldworks.  The first Level II Fieldwork is during the early eight weeks of spring semester and the second Level II Fieldwork takes place during the late 8 weeks of spring session.  This is where the culmination of all the previous program coursework happens.  Each fieldwork is focused on a different type of practice setting under the supervision of a qualified OT and/or OTA fieldwork educator.  Students will have completed and passed all didactic coursework prior to any Level II fieldwork placement.  With the successful completion of fieldwork, our students should be at entry level, ready for clinical practice.

Throughout the curriculum, students discuss and research how the person, environment and occupation (PEO) impact, and are impacted, by physical, mental, and developmental challenges to occupational engagement and performance.  The concept of occupational performance is applied with increasing complexity within each course as the student develops their knowledge and understanding of techniques to enhance participation in occupations.  Students are given tools to understand and begin using

evidenced based interventions that are client centered and occupation based. The curriculum will provide a strong base for our graduates to be mindful of the changing dynamic of the health care system, collaborate with clients, team members and families to implement intervention plans designed to enhance occupational performance. The faculty will also use the PEO theory to provide a learning environment that is student centered. This will allow for the implementation of different teaching styles and to provide guidance and feedback for student learning. Students will enter the workforce with entry level skills and the ability to effectively utilize the Occupational Therapy Practice Framework and the Person, Environment, Occupation theory with a diverse population across the lifespan.

## Curriculum Design

The OTA program at ISU has developed a curriculum design that comes from several frames of reference that reflect the mission and philosophy of the program and institution and also aligns itself with the curriculum design of the OTA and MOT programs at ISU. This design provides opportunities for students to address diverse populations with occupational needs coming from existing and emerging areas. It will provide the basis for program planning, program implementation, and evaluative selection. It also will be the basis for course sequence and scope of the coursework. Embedded in the design are the curricular threads and educational goals.

The theories considered for the curriculum design are Malcolm Knowle's theory of Adult learning and PEO (Person, Environment, and Occupation). The pattern for how courses are sequenced is derived from the Occupational Therapy Practice Framework. Using tenets from these theories, techniques for evaluating student performance is also derived. The coursework will include instructional styles such as Action Learning, Experiential Learning and Project Based Learning. Understanding the components of occupational participation and behavior, or, "why it is important" and "why we do what we do" is an integral component of the teaching and learning process throughout the curriculum. The occupational performance areas of ADL, IADL, education, work, play, leisure, rest/sleep, and social participation are embedded in lectures, assignments, discussions, assessments of the student's ability to apply concepts of occupation to evidence based, client centered, occupation based interventions and programming throughout the OTA curriculum.

## Curriculum Threads

### Foundational Knowledge

Using adult learning models, and the OTPF, we build a foundation of core knowledge of the theory and base of OT, introducing terms, ideas, theory, founding therapists, etc. to the student.  The foundation is laid for building on skills of critical thinking, ethics, and professional behaviors and responsibilities.

### Critical Thinking Skills

The students build on their foundational knowledge and begin to apply OTPF to practice settings and knowledge of the OT process.  The students begin to analyze and practice real world interventions through group projects and case studies and level I Fieldwork.  There is a review of relationship of occupation to normal development and how abnormal development impacts individuals mentally, physically, emotionally and spiritually.  The students begin to understand and apply occupation to a variety of circumstances and situations both current and emerging.

### Professionalism

Students learn and articulate the rationale and need for role delineation, supervision, and documentation across the spectrum of practice settings.  Students learn to apply principles of management, collaboration, leadership, ethics, advocacy, accountability, and responsibility for their practice of OT as it applies to the content of each course.  They learn how to accept feedback and to give it professionally and understand how this is used for professional growth opportunities.

### Facilitating Adaptation and Creativity

Students learn how to adapt the environment, the interventions chosen, and themselves through therapeutic use of self, choosing client centered, relevant occupation based activities and interventions, and being able to grade and analyze the activity.  The students will be able to express creativity and thought by understanding the importance of culture, education, socioeconomic factors, and spiritual beliefs and practices as they

are seen through the lens of occupation.  This facilitates the students in their ability to work with a diverse group of individuals using effective interventions and programming.

## Professional Affiliations

### Occupational Therapy Student Organization (SOTA)

The SOTA Organization is a student organization open to any student taking occupational therapy classes at Idaho State University.  It is an affiliate of the national student OT organization, Association of Student Delegates.  In addition to connecting OTA students with their national professional association, the SOTA organization provides social and educational opportunities for students at Idaho State University.  This organization at Idaho State University is in the developing staging.  Once up and running, activities for the school year will center around fund-raising to promote school and community activities, send delegates to IOTA and AOTA conferences, provide scholarships for students and promote OT.  This organization is an important part of the educational experience at Idaho State University.

### Idaho Occupational Therapy Association (IOTA)

Since 1974, the Idaho Occupational Therapy Association (IOTA) has brought occupational therapy practitioners together to advance and promote the profession of occupational therapy in Idaho.

IOTA offers networking opportunities and focuses on three core programs for our members:

- Continuing education
- Awareness
- Advocacy

To join, go to:

id-ota.org

### American Occupational Therapy Association (AOTA)

The American Occupational Therapy Association (AOTA) is the national organization dedicated to serving the occupational therapy profession.  The AOTA is your best source for the latest information on occupational therapy practice trends and issues.

AOTA membership offers you the following benefits:

- Legislative Advocacy on your behalf
- Reimbursement Updates and Information
- 11 special interest sections
- Continuing Education Opportunities (at reduced fees for members)
- Career Development Resources
- Updates in Occupational Therapy Practice and Research
- Insurance and Financial Services
- Membership directory

Publications and the AOTA web site (www.aota.org) keep you abreast of professional developments.  Changes and advances are occurring daily that are not in your textbooks, the AOTA has many specialty sections that give you the chance to develop a greater understanding of particular areas-and to meet and interact with professionals who share your interests.

[aota.org](aota.org)

# III. Policies & Procedures

## Attendance Policy

The OTA program prepares students for professional work skills. Therefore, it is imperative that students begin implementing these skills while in the program. Students are expected to attend class as this is the only way to gather necessary learning objectives in order to be successful on the National OTA exam. Punctual and consistent attendance is required for each OTA student.

1. Attendance and participation in the OTA program is mandatory and an essential component of success in the program. Students are allowed two absences from an individual course without penalty. The third absence will result in an automatic reduction of 1 letter grade (10% of the class total). The fourth will result in automatic failure of the course(s), and dismissal from the program.
2. Three (3) episodes of being late will be equal to one absence. Students arriving late for class after the scheduled University start time will be considered late. Students will also be marked absent for the day if they choose to leave early prior to the dismissal of the class.
3. Extenuating circumstances will be handled on an individual, case-by-case basis.
   a. **Excused Absences:** Excused absences are those that have been previously discussed with OTA faculty and that have verification and evidence to support the need to be absent.
      - Deaths in the immediate family are excused. Bulletin from the service may be required.
      - Sudden, severe personal or family illness are excused but a note form a physician is required.
         o One illness-related absence per semester will be honored as excused without a doctor's note.
      - Catastrophic accident. Agency reports, such as police reports, may be required.
      - Severe snow days. Students are expected to use good judgment and to never compromise the safety of self or others.
      - Pre-approved college activities or national conference events.
   b. **Unexcused Absences:** Examples of unexcused absences are those listed below or that fall into the category of an appointment or event (including medical appointments) that should be scheduled at a time that does not require the student to miss class.
      An unexcused absence will be earned in the following ways:

- Being late to class or fieldwork, or leaving class early without pre-arranged approval.  All classes will begin on time and at the time designated by the instructor to resume following breaks.  Classes end when the instructor dismisses the class.
- Students who do not contact their instructor prior to missing or being late for class.  It is not the responsibility of other students to deliver or relay messages of tardiness or absence.  This is unprofessional and considered an unacceptable form of communication.
- Personal appointments with physicians, dentists, etc., scheduled during class and lab times.
- Personal weddings, events, or vacations scheduled during class times.
- Any excused absence in which pre-notification of the instructor did not take place or evidence was not provided within one week.

4. **Fieldwork:** You are expected to follow good work ethics in performing clinical affiliations.  If an emergency arises such that you are unable to attend your fieldwork, you must call your fieldwork educator and explain your situation.  It is also required to notify your AFWC to keep them informed and updated on fieldwork issues.  You are allowed two excused absences with every attempt made to make up those days during the affiliation.  Excused absences beyond two days require equivalent make up day(s) during the fieldwork rotation or at the end of the fieldwork rotation in order to pass successfully.

## Assessment of Student Learning

The ISU OTA program believes that students are lifelong learners and we strive to foster this behavior.  To be able to assess student learning and course outcomes, we will use the Cognitive, Affective, and Psychomotor domains as described by Bloom's educational theory.

The following is a brief description of each domain:

1. Cognitive: "what you know," as determined by tests, quizzes, homework, case studies, etc. This is looking at recall and recognition of specific concepts that are necessary to develop and build on to understand more complex theory or critical thinking activity.
2. Affective: "how you feel, what is your attitude and value towards an activity or person, and what motivates you and how to motivate others. This will be assessed during interactions with patient/clients on FW and during activities to understand "therapeutic use of self"

3.  Psychomotor: "what you do," as determined by lab exercises, skills checks, etc.

## Grading Policies

Overall student assessment in the OTA Program

The student must average a cumulative 2.0 in general education courses and must achieve a grade of "73" or better in all other courses required for the OTA program to remain in the Occupational Therapy Assistant program. Make-up examinations are given solely at the discretion of the instructor. Failure to complete an examination on the assigned date may result in "0" (zero) points for that exam.

Grading for each class will consist of evaluation of cognitive and psychomotor domains. Each domain must be passed with a "73" or better. For instance, a student may have scored a 90% in the cognitive domain (written test), and a 70% in the psychomotor domain (lab skills test or practical exam). Even though the average of the two is 80% (above73%), the psychomotor domain is below 73%, and therefore a student will not pass the entire class. This prevents a student from moving on in the Occupational Therapy Assistant Program without having successfully completed all educational domains.

Receiving a grade below a "73" in any domain, in any OTA class is cause for immediate dismissal from the program. However, at the discretion of the OTA program faculty, the student may petition to re-enter the program at the same place the following year, as each course is delivered only once a year. Failure to successfully complete a course the second time results in termination from the program. Students that petition to re-enter the program must demonstrate retention of learned material from prior successful semesters.

Grading Scale:

| Letter Grade | Percent | Points |
|---|---|---|
| A | 93-100 | 4.0 |
| A- | 90-92.9 | 3.7 |
| B+ | 87-89.9 | 3.3 |
| B | 83-86.9 | 3.0 |
| B- | 80-82.9 | 2.7 |
| C+ | 77-79.9 | 2.3 |
| C | 73-76.9 | 2.0 |
| C- | 70-72.9 | 1.7 |
| D+ | 67-69.9 | 1.3 |
| D | 63-66.9 | 1.0 |
| D- | 60-62.9 | 0.7 |
| F | Below 60 | 0.0 |

Failing a "Skills Check": A "skills check" or "lab skills test" needs to be passed at "73%": If a student does not pass a skills check, a make-up skills check is required. One make-up is allowed.  In order to pass the make-up skills check, the student needs to score at a "73%" or higher, and the average of the scores from attempt 1 and attempt 2 will be recorded as the student's grade, with a maximum possible score of "73%".  If the student fails both attempts for the "skills check", they will not be allowed to continue in the program.  Students who are not allowed to continue because of failure to meet the performance requirements in any OTA class may petition to return the following year and retake the class. Faculty discretion may be applied on a case-by-case basis.


Failing a "Midterm Exam": Midterm exams are used to assess learning at the midpoint of a course. Students must score a 73% or higher on all course midterm exams. Students who receive a grade of less than 73% on midterm exams will be required to meet with the course instructor(s) and program coordinator to establish a learning contract that facilitates success on future exams. This may also include remediation to ensure knowledge retention and understanding.

Failing a "Practical Exam": Practical exams are used for instructors to gauge a student's ability to critically reason and demonstrate the ability to integrate the cognitive, affective, and psychomotor components of student learning.  If a student scores below a "75%" on a practical exam, they will be given one more opportunity to pass the exam.   In order to pass the make-up practical exam, the student needs to score at a "75%" or higher, and the average of the scores from attempt 1 and attempt 2 will be recorded as the student's grade, with a maximum possible score of "75%". If the student fails both chances at that "practical exam", they will not be allowed to continue in the program.  Students who are not allowed to continue because of failure to meet the performance requirements in any OTA class may petition to return the following year and retake the class. Faculty discretion may be applied on a case-by-case basis.

Failing a "Cumulative Final Exam": Final exams are used to check student knowledge of key aspects from the entire course, targeting cognitive components of student learning. Students must score a "73%" or higher on all course written comprehensive final exams. Students who receive a grade of less than "73%" on a course comprehensive final exam will fail that particular OTA course. The grade recorded for the course will be the final written comprehensive exam's grade.

Failing a Fieldwork Placement: All didactic portions of the OTA program (and both Level I fieldwork rotations), must be completed in a satisfactory manner prior to a student being eligible to transition to their Level II fieldwork rotations. Fieldwork placements are graded on a "Satisfactory/Unsatisfactory" basis.  A student must complete each fieldwork experience with a "Successful" grade in order to continue with the program.

Fieldwork placements must be completed in order of Level IA, Level IB, Level IIA, Level IIB. If any of the fieldwork rotations are failed a satisfactory completion of the make-up fieldwork must be completed prior to moving onto the next assigned fieldwork. This may delay graduation.

The final decision for whether or not a student passes a Fieldwork placement rests with the AFWC and OTA faculty, with heavy consideration of the scoring and comments from the Fieldwork educator. If a student does not receive a passing score on the Fieldwork Performance Evaluation from the FWE, the student will be evaluated by the faculty for further determination of the final outcome of the fieldwork rotation. If it is determined that the student failed their rotation, they will need to repeat that rotation before moving on to subsequent fieldwork rotations. If a student is repeating a rotation, it needs to be in a similar setting of the failed rotation. If the student fails the first Level II (Level IIA), their second level II (Level IIB) placement will be canceled in order to accommodate the make-up Level IIA. If a fieldwork is failed, delays may occur based upon the contract schedule of the AFWC.

A student has **18 months** following completion of their didactic coursework to complete all make-up fieldwork rotations. If a make-up rotation is not completed in this duration, the student is dismissed from the program. If a student fails a make-up fieldwork rotation, they will be dismissed from the program.

**Late Work**

You are expected to manage your time so that all assignments are turned in at or before the specified due date and time.  Assignments turned in after that time are considered late.  10% of the total possible score will be deducted for every 24-hour period (or any part thereof) following the deadline. You have 5 days following a deadline to turn an assignment in prior to receiving a zero for the assignment.

**Withdrawal**

Withdrawal from an OTA course effectively withdraws the student from the OTA program.  Students that withdraw from a semester may follow the re-admission policy below.

**Incomplete**

A grade of "I" (incomplete) will only be issued if special permission by the instructor is granted and an "incomplete" contract form is completed by the student and the instructor.

# Essential Functions of an OTA and OTA Student

A primary role of the Occupational Therapy Assistant program is to graduate qualified individuals who can safely and competently perform the necessary skills as practitioners.  The essential functions noted below have been identified as required components of the practice of an Occupational Therapy Assistant. Students must be capable of performing the essential functions in order to successfully complete the ISU Occupational Therapy Assistant Program.  Students are responsible for seeking accommodations through Disability Services if they have a disability or think they might have a disability and cannot perform any of these essential functions.

## Functional Requirements for Program Participation

The role of an Occupational Therapy Assistant is both rewarding and demanding.  The following essential functions are required of all students who enroll in the Idaho State University Occupational Therapy Assistant Program.

## Motor

- Independently move from room to room and maneuver in small spaces
- Participate in transfers of patients (children to adult) from a variety of heights and surfaces
- Guard and assist patients with functional mobility
- Be able to physically manage self so as not to be a danger to others
- Trunk control adequate for independent balance and function
- No muscle spasms that consistently affect movement or stability
- Manipulation skills adequate to make notations, participate in clinic maintenance, adjust equipment, assist in patient/ client movement, etc.
- Perform CPR
- Travel to and from academic and clinical sites
- Physically participate in an active, 8–10 hour school/work day, consistently.

## Communication Skills

- Use verbal, nonverbal, and written communication to effectively explain and/or demonstrate tasks and techniques to others

- Communicate effectively in English with patients, families and other healthcare providers, both verbally and in written form
- Effectively adapt communication for intended audience
- Speak with enough volume to be reasonably heard by intended audience
- Perceive, understand, and appropriately act on non-verbal communication, such as changes in mood, activity, facial expressions and postures
- Assume the role of an effective member of a health care team
- Function effectively under supervision, including collaboration as well as effectively receiving and providing feedback
- Interact and establish rapport with individuals and groups from a variety of social, emotional, cultural and intellectual backgrounds

## Problem Solving/Critical Thinking

- Function effectively under stress
- Respond appropriately to emergencies
- Use sound judgment to adhere to infection control and safety procedures
- Demonstrate problem-solving skills that reflect consideration of multiple forms of information: written, verbal, observation, etc.  Must be able to reason, measure, calculate, prioritize and synthesize information
- Address problems or questions to the appropriate person at the appropriate time
- Consistently follow policies and procedures required by clinical and academic settings, governmental regulations, and requirements of reimbursement sources
- Demonstrate the capacity to consistently, effectively, and efficiently plan, organize, and perform job duties within limited time frames according to current industry standards

## Academic Ability

- Read and understand information from textbooks, online resources, and other materials
- Synthesize information effectively to be able to demonstrate knowledge and skills through written work, tests and demonstrated performance: Student should be able to synthesize this information from a variety of formats.  These formats include, but are not limited to text, lecture, video/ computer, and demonstration.
- Data collection from a variety of sources and interpretation of materials that include, but are not limited to text, notes, online resources, observation, and clinical records

- Pay attention, without prompting, to teachers, guest speakers and other classmates during verbal presentations
- Effectively use a computer and computer programs. These include, but are not limited to: email, PowerPoint, search engines, up/downloading of documents, YouTube, and other online resource sites.

## Sensory Capability

- Visually observe with enough acuity (in a variety of lighting conditions) to participate in lab activities, lectures and clinical experiences
- Read small print information—such as that can be found on medical equipment
- Hear sufficiently to perceive normal tone of voice to follow directions, participate in conversations, answer phones and intercoms
- Assess and treat all assigned clients, including palpation of the client
- Monitor vital signs
- Auditory, visual, and tactile abilities sufficient to assess patient status and perform treatments
- Perform responsibilities while in close proximity or in physical contact with others
- Maintain patient dignity, i.e., nonverbal and facial expressions related to smells, body habitus, and environmental factors.

## Professional Behaviors

- Emotional health and stability sufficient to complete complex patient care responsibilities within an allotted time
- Flexibility to function and remain calm under stressful conditions, including emergency situations, taxing academic, and clinical workloads
- Consistently demonstrate compassion, empathy, tact, honesty, responsibility, integrity, and strong work ethic
- Follow safety precautions
- Perform tasks and interventions within competency level and seek assistance and training when additional knowledge or competency skills are required
- Actively seek and participate in continuing professional education opportunities in order to maintain and improve knowledge and competence
- Utilize evidence and OT theories, models, and frames of reference to provide the most effective interventions for clients and patients

- Independently track and complete multiple tasks, meeting deadlines and priorities as set by self and others
- Effectively interact with diverse populations and personalities

## Generic Abilities

The faculty members of the Occupational Therapy Assistant Program in the College of Technology at Idaho State University view the development of professional behaviors as necessary for the successful performance as an Occupational Therapy Assistant. Supporting this belief, students will be actively developing professional traits during their academic and fieldwork classes. All classes will address and support ongoing development in individual goal areas and academic advisors will review and challenge students in this endeavor.

## Method

Students may wish to formally evaluate areas of concern using assessments such as the LASSI, or similar trait assessments available in the Center for New Directions in the College of Technology. Using self-assessment tools the student will develop a focus of 1-2 areas each semester and develop an improvement plan with measurable goals/objectives to address performance. Goals/objectives will be reviewed with faculty, and new goals are established.

Faculty expect to see on going evidence of refinement in generic abilities in all academic pursuits as well as evidence in out of class occupations. For example: In addressing stress management a student may identify that they wish to pursue training in" Mindfulness" by taking a community education seminar, and in addition demonstrate use of some techniques learned when encountering stress with exams in the class room.

## Generic Abilities and Descriptions

**Commitment to Learning**

- Identifies problems; formulates appropriate questions; identifies and locates appropriate resources; demonstrates a positive attitude (motivation) toward learning; offers own thoughts and ideas; identifies need for further information

**Interpersonal Skills**

- Maintains professional demeanor in all clinical interactions; demonstrates interest in clients as individuals; respects cultural and personal differences of others; is non-judgmental about clients' lifestyles; communicates with others in a respectful, confident manner; respects personal space of clients and others, maintains confidentiality in all clinical interactions; demonstrates acceptance of limited knowledge and experience

## Communication Skills

Demonstrates understanding of basic English (verbal and written), uses correct grammar, accurate spelling and expression; writes legibly; recognizes impact of non-verbal communication; listens actively; maintains eye contact

## Effective Use of Time and Resources

- Focuses on tasks at hand without dwelling on past mistakes; recognizes own resource limitations; uses existing resources effectively; uses unscheduled time efficiently; completes assignments in timely fashion

## Use of Constructive Feedback

- Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintains two-way information

## Problem Solving

- Recognizes problems; states problems clearly; describes known solutions to problem; identifies resources needed to develop solutions; begins to examine multiple solutions to problems

## Professionalism

- Abides by AOTA Code of Ethics; demonstrates awareness of state licensure regulations; abides by facility policies and procedures; projects professional image; attends professional meetings; demonstrates honesty, compassion, courage and continuous regard for all

## Responsibility

- Demonstrates dependability; demonstrates punctuality; follows through on commitments; recognizes own limits

## Critical Thinking

- Raises relevant questions; considers all available information; states the results of scientific literature; recognizes "holes" in knowledge base; articulates ideas

## Stress Management

- Recognizes own stressors or problems; recognizes distress or problems in others; seeks assistance as needed; maintains professional demeanor in all situations

*Adapted from May, Lemke, Karst, & Stone (1994). Model for ability-based assessment in physical therapy education. Journal of Physical Therapy Education, 9(1), 3-6.*

Generic Abilities will also be emphasized on fieldwork and used to assist faculty and fieldwork educators in determining achievement of entry level behaviors for professional practice. Fieldwork affords the student the opportunity to develop skills necessary for success in the work place.

## Probation and Dismissal from the Program

### Probation and Dismissal

Probation is a procedure whereby a student who is in violation of policy may return to good standing upon graduation. When a student is placed on probation, the length, reasons, and terms will be clearly outlined in writing. If a student fails to comply with the terms of the probation, he or she will be dismissed from the OTA program.

There are several reasons why a student may be placed on probation or be dismissed from the program. A student may also be dismissed from the program without being on probation. A student who is on probation may later be dismissed from the program. These reasons include, but are not limited to:

1. HIPAA violation (this will go through the ISU compliance officer who will determine the severity of the violation)
2. Failing a midterm exam (an action plan will be developed)
3. Failing a final exam
4. Failing a practical exam
5. Fieldwork concerns
6. Professionalism which includes academic dishonesty. Refer to ISU policy regarding this.
7. Grade below 73% in any of the required courses.
8. Unsafe practice in the clinical area; any act that is harmful or potentially detrimental to the patient. This includes but not limited to:
   a) Inability to apply classroom theory to clinical practice
   b) Inability to determine capabilities or limitations
   c) Inability to follow written and/or oral instructions
   d) Inability to demonstrate occupational therapy assistant skills at level of education

9. Consistently coming to the classroom or clinical area poorly prepared, such as, but not limited to:
   a) Illness
   b) Fatigue from lack of sleep
   c) Impaired reflexes and/or judgment

## Readmission into the Occupational Therapy Assistant Program

Note: A student is not eligible for reinstatement into the Occupational Therapy Assistant Program if dismissed on the grounds of academic or clinical dishonesty, alcohol or drug abuse, or is prohibited from training at any of the sponsoring agencies.

A student may go through the appropriate channels established by Student Services to request readmission into the OTA Program.

1. Reinstatement will be limited to one opportunity after the initial failure due to academics or behavioral/professional issues.
2. Students who are separated from the program for greater than one year must re-apply for admission to start the program over from the beginning.
3. A student may be readmitted conditionally or unconditionally.  If on conditional status, specific criteria will be formulated as identified in a contractual agreement.
4. A returning student must repeat skills checks and practical exams successfully prior to any fieldwork.
5. A student that is readmitted to the program must demonstrate retained knowledge of prior courses taken.  This is demonstrated through passing skills tests, practical exams, and final written exams with a 73% or better.

## Fieldwork

Within the OTA program, there are two levels of Fieldwork (FW).  Level I FW is a one-week experience.  The first Level I FW is in the first semester and the second Level I FW is in the second semester.  Refer to the Fieldwork Manual for details about these experiences.

The student will attend two full-time Level II Fieldwork placements.  All didactic coursework must be completed satisfactorily prior to starting Level II Fieldwork.

Two full-time fieldwork placements must be satisfactorily performed in order to complete the OTA program.  These are practical clinical rotations that are supervised primarily by a Fieldwork Educator (FWE) assigned by the OTA Fieldwork Coordinator

(AFWC).  The FWE will carry out day to day interaction with the OTA intern.  Ultimately, the responsibility of determining satisfactory completion of an affiliation is placed upon the Academic Fieldwork Coordinator (AFWC) and the OTA faculty based on the FWE's assessment.  More information on fieldwork and how such training is assessed can be found in the fieldwork handbook which is a document made available to each incoming student.

Each fieldwork rotation is expected to meet standards of employment.  The intern is expected to work a 40-hour week within the determined fieldwork rotation dates as specifically determined by the FWE and AFWC.  Students are expected to utilize, to the best of their ability, each affiliation for educational advancement.  Each student should pursue increasing levels of responsibility as theoretical and technical abilities increase throughout the two fieldwork affiliations.  (Likewise, each intern is only expected to perform clinical duties that they have addressed in OTA coursework, feel competent completing safely, and that are approved by the AOTA and state practice guidelines).

Final decisions will be determined by the AFWC and will be based on the educational environment of the site, student educational goals, site availability, and order of choice.  It is expected that all students will be flexible with site selection.  **A student should expect to relocate to an area outside of southeastern Idaho as determined by the program for any or all required fieldwork affiliations.  Expenses incurred from any relocation (including housing, transportation, food, onboarding requirements, insurance, etc.) are the responsibility of the student.**

Health Occupations faculty and fieldwork educators have the responsibility to assure that they are not involved with HO Department students in dual or multiple relationships.  Dual or multiple relationships are defined as relationships that, in addition to the teacher/ student role, may include financial, business, personal, sexual, or family relationships that could bring in to question the ability of the parties to perform their duties in a professional, arms-length, objective fashion, or that might subject the student to the potential of threat or coercion associated with differential positions of power.  If these relationships are pre-existing, they should be disclosed to the supervising faculty or the department chairman in order to ascertain whether the student needs to be re-assigned to another faculty member or moved to an alternative fieldwork site.  The sensitivity to and prohibition of dual relations is not only for the protection of the student involved, but also to the integrity of the program.  Furthermore, it can serve as an assurance to other students in the program that the standards upon which a student will be graded are fair, objective, and not potentially biased by factors outside of a student's actual performance in the program.

All Level II fieldwork must be completed within 18 months of completing didactic coursework.

# Fieldwork Compliance Policy and Procedures

## Insurance

1. Liability insurance is required to participate in all fieldwork placements. A one-time premium of $14 will be attached as a class fee when paying for the fall semester of the second year, prior to the first eight week clinical.
2. Health insurance is required to participate in all fieldwork, Level I and Level II.
3. Workers' Compensation insurance will be provided to the student by the University.

## Immunizations

Along with a physical examination by a medical professional (medical doctor, physician's assistant or nurse practitioner) a subsequent medical history will need to be completed. Your physician must complete the Report of Medical History Form (the medical physical form) which includes:

- Hepatitis B: Documentation of the completion of the three shot series **and** a subsequent positive titer which indicates sero-conversion. (If the titer is negative the Hepatitis B shot series will need to be completed again.)
- TB assessment: Must be completed yearly. Some sites are requesting a 2-step TB assessment, which is repeating the testing 2 times within a 6 month period (at least 7 days between testing).
- MMR: You must show documentation of two MMRs or a titer showing immunity for Measles, Mumps, Rubella, and Rubeola.
- Tetanus: Must have been completed within the past 10 years. This must be documented on the health form.
- Varicella (Chicken Pox): Must have a positive Varicella titer or documentation of Varicella immunization injection. History of the disease is not acceptable.

All students must have their vaccinations, including Hepatitis B (and the test for Tuberculosis) completed before the first day of the first clinical affiliation. Students who do not provide proof of the required immunizations (or a signed waiver for Hepatitis B) will not be allowed to attend an affiliation until their files are complete. The previously mentioned immunizations are required, but depending on the fieldwork site you are assigned to you may be required to have additional immunizations or requirements to fulfill.

### CPR Certification

CPR Certification is required prior to entering any fieldwork placement, and the student will not be allowed to participate until certification is complete.  The required CPR certification is American Heart Association Healthcare Provider.

### Medical Emergency

In the event the student has a medical emergency at the facility they will be referred for appropriate medical treatment.  The student will incur the cost of the treatment.

## OTA Program Policies

### Lab Rules

1. There is to be no practicing without permission of an instructor or other qualified person.
2.  Do not use any equipment unless you have been properly instructed on the care and use of that particular item.
3. Report any unsafe situations or conditions to an instructor.
4. Report any injuries or exposure to hazardous materials to an instructor immediately.
5. There are to be sheets on the treatment tables, and pillowcases on the pillows at all times.  Linens will be changed after each use.
6. Keep sharp objects from cutting into treatment table mats, and pens from staining.
7. Water in container with lid is allowed.  Other food/drink is at the discretion of the instructor.
8. No shoes on treatment tables.
9. Clean-up of lab, and laundry will be assigned on a weekly basis.
10. Individual instructors may post lab clothes policy in their syllabus and lab clothes requirements may be attached to grades in some classes.  Look at individual syllabi to understand lab clothes policy details for each class.

## Safety

### Fire and Emergencies

Be aware of fire related hazards.  These could include damaged electrical equipment, flammable liquids, improperly stored matches or combustible materials.  Be suspicious of signs or smells that may mean there is a fire or excessive heat.  In the event of a fire or smoke, remember to RACE:

1. Rescue: Rescue anyone in immediate danger from the fire to a safe area.
2. Alarm: Sound the fire alarm by pulling the nearest manual pull station and call the emergency number if there is one.
3. Contain: Contain the fire by closing all doors in and around the fire area.
4. Extinguish: If it safe, extinguish the fire by using a portable fire extinguisher. Point at the base of the fire and sweep back and forth at the base of the fire.

### Evacuation Procedures

1. Students should take any belongings they have with them (backpacks, etc.), and move quickly and orderly to the designated staging area.
2. Monitors should close all doors as they move through their areas.
3. Exit the building and move to Cadet Field.

### Hazardous Materials

Use according to manufacturer's recommendations, and report any spills to instructor. A Minimum Safety Data Sheet (MSDS) for products can be found in the lab.

### Electrical Safety Guidelines

1. Never use a modality unless you are thoroughly familiar with its operation and an instructor is in the lab.
2. Report all devices that do not seem to operate or seem different than normal to the instructor.
3. Report all devices with frayed, broken damaged, or non-functional components to the instructor.  Do not allow equipment to roll over electrical cords.

4. Do not disconnect powered equipment by pulling on the electrical cord. Grasp the plug to disconnect equipment.
5. Do not use electrical cords, which are frayed.
6. Any unusual noise such as buzzing, unusual odors, tingling sensations are cause for discontinuing use of equipment.

## Procedure for Reporting Potential Exposure

Any incident of potential contamination must be reported to and fully documented by the immediate supervisor, college or clinical faculty, and the appropriate college department head and dean.

## Students

1. Lockers: Lockers are available to all students for storage of lab clothes, books, valuables, etc. Combination locks are recommended, and combinations or extra keys must be given to the program coordinator to be kept in a locked filing cabinet. This to ensure access in case of lost keys or forgotten combinations. No alcohol, drugs, hazardous items, or weapons may be stored in the lockers.
2. Email: An email account through the University or other provider is required throughout the program. It will be utilized for the dissemination of information, homework/classwork, research and to help the student become better acquainted with the Internet system and its application to the health field.
3. Graduation Requirements: The degree of Associate of Applied Science: Occupational Therapy Assistant, will be awarded by ISU College of Technology to those students who satisfactorily complete the following minimum requirements:
   a. Pass all required didactic coursework with a "73%" or better.
   b. Pass all clinical affiliations with a grade of "Satisfactory".
4. Grievance procedure: If a student believes his or her rights have been violated or they are in disagreement with a Program decision they should first attempt to resolve the situation with the offending party. If that proves to be unsatisfactory, the student should then file an official petition with Student Services to outline the problem in detail. The petition will circulate through the program coordinator, the department chair and the Associate Dean. All parties involved will be allowed input and an appropriate decision reached. If the situation is not resolved to the satisfaction of the student or it is of sufficient consequence to take the issue to the university level, he or she may refer to "procedural rights" in the Student Code of Conduct and Scholastic Appeals in the ISU Student Handbook for further direction and information.

5. Records: The permanent record (transcript) of each student's academic achievement is kept in the registrar's office. Confidentiality of Records Policy follow the guidelines set forth by the Family Educational Rights and Privacy Act. ISU abides by this act. A cumulative record is kept on each occupational therapy assistant student. This record contains admission information, immunization records, and other pertinent information such as grades, advising sessions, etc. It is kept on file in a locked file cabinet in a locked office for five years after graduation. At any time, a student may check their own grade report or unofficial transcript by using their internet account to access the school's grade records. They may also find their class schedules listed in the same place.

6. Advising: Program advising and career counseling is available through Student Services and/or individual appointments with faculty members or the program coordinator. Once accepted into the program, the students will meet with the assigned OTA faculty advisor before beginning course work, and once at the beginning of every semester to discuss Generic Ability goals. At the end of the semester, students meet with OTA faculty to assess progress toward these goals and for feedback on personal growth and progress in the program. Faculty members maintain regular office hours when students can, by appointment, discuss their performance within a specific course, or their general performance in the program. The faculty can also assist with academic and/or personal problems when requested, or when the student's conduct interferes with the learning process for himself/herself and/or others.

7. Dress Code: Occupational Therapy Assistant students will be involved in laboratory learning experiences, which include hands on participation. For all labs, appropriate dress is required. Instructors will advise in each course syllabus what dress is expected. Additionally, nail length should be kept short (no longer than the pad of each fingertip) and no artificial nails are allowed on fieldwork due to the potential for inadvertent scratching of fellow students or clients while on fieldwork and infection control. For your safety, hair should be tied back during lab classes and fieldwork so as not to interfere with performance of therapy techniques. If a student is not properly dressed by the beginning of lab, he/she will be asked to leave that lab which will then be recorded as an unexcused absence. Required dress for fieldwork is determined by the fieldwork site. See Fieldwork manual for further dress code policy details. However, at the very least students are expected to dress professionally with a business casual approach, dress pants/khakis and unmarked logo-free polo or dress shirts/blouses, closed toe/heel shoes that are professional in appearance. Tennis shoes may be worn if approval is given by the clinical site, lab jacket/coat (if appropriate) and name tag. Jewelry should be kept to a minimum for both the students' and patients' safety. Earrings and gauges should be kept to the size of a pencil eraser. Good hygiene is a must; uncleanliness, body odor, bad breath,

strong perfume and the smell of cigarette smoke are offensive to others and can trigger headaches/migraines, cause behaviors, etc.

8. Student Health: As a student, you should strive to maintain optimum health. Your grades are affected if you are absent and missing the learning experiences. If situations arise in which your health may be compromised, your instructor will be responsible for determining whether or not you may stay in the clinical area. These situations may include but are not limited to: back injuries, injuries requiring a cast, infectious diseases, draining wounds. Student mental health is as important as physical health. Students are encouraged to communicate with faculty regarding any psychosocial issues so that all possible resources can be employed. Should personal illness require withdrawal from the program, re-entrance will depend upon available clinical and academic space, satisfactory completion of previous course work, and department approval. Honesty about one's health problems is encouraged. Any pre-existing conditions, i.e., severe emotional stress, drug related problems, back injuries, disabling conditions/diagnoses even though in remission/not currently active, must be documented at time of entrance into the program. Failure to do so may be cause for dismissal. Faculty concerns for students may lead faculty/staff to request this information. Should a health situation arise, it is better for the faculty to be equipped to manage it than to know nothing about what is happening.

9. Policy on Transmitted Diseases: Health Occupations students and faculty should always be aware of potential contamination from infectious agents in the health care environment. It is important that everyone be alert to prevent accidental exposure. (Since medicine cannot reliably identify all patients with a transmissible disease, especially those in an emergency situation, it follows that health care practitioners should treat all patients at all times as if they were a potential source of infection.) This approach includes precautions for contact with patient's blood and body fluids. This is referred to by CDC (Center for Disease Control) as "universal precautions". Practice of these precautions will ensure protection against HIV (Human Immunodeficiency Virus), the cause of AIDS, HBV (Hepatitis B Virus), the primary cause of viral hepatitis, and all other blood borne infections agents. Rigorous adherence to these guidelines will be required of all students and faculty.

10. Precautions for the transmission of HIV and other blood borne agents to Health Care Students and Faculty: basic aseptic technique practiced by health care students/faculty in conjunction with the following blood and body fluid precautions can prevent the transmission of HIV, HBV and other blood borne agents.
    a. All patients, their blood and other body fluids, will be considered to be infectious at all times.

b. Whether or not the patient is known to be infected with HIV or HBV, the student and faculty will:

- Wash hands thoroughly with soap and water before and immediately after contact with patients, their blood, urine, or other body fluids.
- Consider sharp items (needles, scalpel blades, other sharp instruments) as being potentially infective and handle with extreme care to prevent accidental injury.
- Dispose of sharp items in puncture-resistant containers immediately after use.
- Do not recap, purposefully bend, or otherwise manipulate by hand needles that are to be disposed.
- Minimize the need for emergency mouth-to-mouth resuscitation by using pocket masks, bag valve masks, or other ventilation devices.
- Wear gloves when handling patient's blood, body fluids, and/or items soiled with blood or other body fluids.
- Use gloves when performing venipuncture, arterial punctures and capillary sticks.
- Wear gown, mask and protective eye wear when performing procedures where aerosolization or splattering are likely to occur (e.g. dental surgical procedures, wound irrigation, bronchoscopy, endoscopy, high speed centrifugation, hands on treatment techniques, etc.)
- Clean up spills of blood or body fluids immediately with a disinfectant such as 1:10 dilution of chlorine bleach.  Dispose of clean up materials appropriately.

## Registration/Licensure

To work as an Occupational Therapy Assistant in Idaho, an individual must graduate from an accredited Occupational therapy assistant educational program and successfully pass the NBCOT Examination.  You are urged to become familiar with the state of Idaho Occupational therapy practice act, so that you can inform the public about the nature of the profession in the state.  All fifty states and the District of Columbia regulate Occupational therapy assistants.  If you intend to work in another state other than Idaho after graduation, you should become familiar with that state's licensure law.

## Access and Confidentiality Agreement

As an OTA student, you will have access to what this agreement refers to as "Confidential Information." The purpose of this agreement is to help you understand your duty as an OTA student regarding Confidential Information. "Confidential Information" includes patient information, employee information, financial information, and information proprietary to other companies or persons. You may learn of or have access to some or all of this Confidential Information through a facility's computer systems (which include but are not limited to the HELP system, the clinical and financial information systems, the longitudinal patient record, the actuarial, and claims systems), or through your affiliation activities.

Confidential Information is valuable and sensitive, and is protected by law and usually by strict facility policies. The intent of those laws and policies is to assure that Confidential Information will remain confidential - that is, that it will be used only as necessary to accomplish the University's or facility's mission.

As an OTA student, you are required to conduct yourself in strict conformance to applicable laws and a facility's policies governing Confidential Information. Your principal duties in this area are explained below. You are required to read and to abide by these duties. The violation of any of these duties will subject you to discipline, which might include, but is not limited to, dismissal from the OTA program and to legal liability.

As an OTA student, I understand that I will have access to Confidential Information which may include, but is not limited to, information relating to:

- Patients (such as records, conversations, admittance information, patient financial information, etc.)
- Employees (such as salaries, employment records, disciplinary actions, etc.)
- Facility information (such as financial and statistical records; strategic plans, internal reports, memos, contracts, peer review information, communications, proprietary computer programs, client and vendor proprietary information, source code, proprietary technology, etc.).

Accordingly, as a condition of my continued status as an OTA student and in consideration of my access to Confidential Information, I promise that:

1. I will use Confidential Information only as needed by me to perform my legitimate duties as an OTA student. This means, among other things, that:
    a. I will not access Confidential Information for which I have no legitimate need to know; and

b.  I will not in any way divulge, copy, release, sell, loan, revise, alter, or destroy any Confidential Information except as properly authorized within the scope of my status as a student; and

c.  I will not misuse Confidential Information or carelessly care for Confidential Information.

2.  I will safeguard and will not disclose my access code or any other authorization I have that allows me to access Confidential Information.  I accept responsibility for all activities undertaken using my access code and other authorization.

3.  I will report, according to a facility's business ethics policy and its confidentiality policy, any suspicion or knowledge that I have that my access code, authorization, or any Confidential Information has been misused or disclosed without the facility's authorization.

4.  I will report, according to a facility's business ethics policy, activities by any individual or entity that I suspect may compromise the confidentiality of Confidential Information.  Reports made in good faith about suspect activities will be held in confidence to the extent permitted by law, including the name of the individual reporting the activities.

5.  I understand that my obligations under this Agreement will continue after termination of my status as an OTA student.

6.  I understand that I have no right or ownership interest in any Confidential Information referred to in this Agreement.  A facility may at any time revoke my access code, other authorization, or access to Confidential Information.  At all times during my status as an OTA student of the University or with a facility I will act in the best interests of the University or that facility.

7.  I will be responsible for my misuse or wrongful disclosure of Confidential Information and for my failure to safeguard my access code or other authorization to access Confidential Information.  I understand that my failure to comply with this Agreement may also result in my dismissal from the OTA program.

## College of Technology and Idaho State University Policies and Procedures

### Computer Misuse

Inappropriate use of the computer is considered computer misuse.  All usage is to pertain to class instructional purposes.  The supervisor of each lab will determine what is deemed "inappropriate use" for their particular lab.  For specific computer lab

policies, see individual lab instructor.  Inappropriate use may result in denial of computer lab access at the College of Technology.

## Registration and Fee Collection Policy

- All students who are enrolled in semester-based programs must pay their tuition by the Friday before classes begin to avoid a $50 late fee.  For tuition payment information, login to MyISU and go to the Online Fee Payment tile.
- Students who are enrolled only in the eight-week classes (early and late), must pay tuition by the first day of class.

NOTE: It is the individual student's responsibility, regardless of funding source, to see that their tuition is paid on time and that they are officially enrolled at ISU.  Students who do not pay tuition prior to the deadline may be disenrolled.

## Communicable Disease Safety Procedures

It is the policy of ISU to safeguard the welfare of Students, Faculty, Staff, and Campus Residents while maintaining the operations of the University in an effective and efficient manner in the event a member of the University community has a Communicable Disease.

ISU will address issues involving Communicable Diseases in a sensitive and responsible manner, with concern for the rights and welfare of Students, Faculty, and Staff.  The confidentiality of information regarding any individuals with a Communicable Disease will be respected.  All medical records and the patient information contained therein will be handled in accordance with applicable law, including the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). However, Idaho law requires medical care providers to notify public health officials of any disease on the Idaho Reportable Disease List as set forth in IDAPA 16.02.10. ISU will disclose sensitive medical information no further than is necessary to ensure the health and safety of all members of the ISU community, and in a manner consistent with applicable law.

ISU will not unlawfully discriminate in policy or practice, including admissions and employment policies, against individuals who have, or are considered to be at risk for, Communicable Diseases.  Discrimination against and/or harassment of Students, Faculty, or Staff may result in disciplinary action.

As long as evidence supports, with reasonable medical certainty, that a particular disease is not communicable by contact normally found in the workplace, classroom, or

ISU owned facility, the workplace, classroom, or ISU owned facility will not be considered hazardous as a result of the presence of an affected Faculty member, Staff member, or Student.

For more information on this policy, please visit: [Communicable Disease Policy](#)

## Accommodations for Students with Disabilities

The University is committed to providing Reasonable Accommodations, modifications or academic adjustments for Qualified Students with Disabilities in accordance with federal, state, and local disability laws.  Pursuant to these laws, no Qualified Student having a disability, or regarded as having a disability, shall unlawfully be denied access to or participation in any services, programs, or activities sponsored by or funded by ISU.

For more information on this policy, please visit: [Accommodations for Students with Disabilities](#)

## Appeals and Dismissals

A student may be dismissed from a College of Technology program if the student fails to meet the academic and/or nonacademic continuation standards of the program/department including unprofessional/unethical behaviors and unsafe practices, or if the student is not making satisfactory progress in the program.

For more information on the Scholastic and Dismissal Appeals process, please visit: [Appeals and Dismissals](#)

## Student Conduct Rules and Regulations

The Student Code of Conduct articulates behavioral standards and procedural guidelines designed to empower ISU community members to live, work, study, recreate, and pursue their goals in a safe, secure, and inclusive environment.  Adherence to and enforcement of the code promotes Student accountability, community integrity, and mission fulfillment.

Stealing, Cheating, Dishonesty, and other violations to the student code of conduct will be handled on an individual basis.

Using, possessing, or being under the influence of illicit drugs or alcoholic beverages during school hours is prohibited.

For more information on the Student Code of Conduct, please visit: [Student Code of Conduct](#)

## Smoke Free Campus

Idaho State University is committed to promoting a healthy and safe environment for students, faculty, staff, and visitors. This policy is intended to reduce the health risks related to Smoking and secondhand smoke for the campus community. Smoke and tobacco-free policies are becoming a national standard in order to foster a healthy environment in all communities

For more information on the Smoke Free Policy, please visit: [Smoke Free Campus](#)

## Academic Integrity and Dishonesty Policy

### Policy Statement

Academic integrity is expected of all individuals in academe.  Behavior beyond reproach must be the norm.  Academic dishonesty in any form is unacceptable.

- A.  Academic dishonesty includes, but is not limited to, Cheating and Plagiarism.
- B.  This policy applies to all forms of University educational activities, including but not limited to, classroom, lab, and online formats.
- C.  Instructors are encouraged to include specific information in the course syllabus on Academic integrity and dishonesty guidelines specific to the course format and evaluation activities, as well as the link to this policy.
- D.  Students should not assume that any materials or collaborative learning activities are authorized unless explicitly stated by the instructor in the course syllabus.

For more information on the Academic Integrity and Dishonesty Policy, please visit: [Academic Integrity](#)

## Idaho State University Student Handbook

The following policies fall under the guidance of the Idaho State University Student Handbook.

For more information on each topic, please find the policy and descriptions using the handbook link.

1. Students Rights and Responsibilities (Page 4)
2. Withdrawal (Page 6)
3. Academic Standing (Page 10)
4. Petitions (Page 16)
5. Sexual Harassment (Page 18)
6. Student Complaints and Grievances (Page 18)

ISU Student Handbook

## Additional Idaho State University policies:

- FERPA
- TITLE IX
- Satisfactory Academic Progress

# IV. College of Technology Resources and Services

## Services for Students

**STUDENT SERVICES:** This office is located in two locations, the main floor of the Roy F. Christensen (RFC) Complex, room 101, and the William M. and Karin A. Eames Advanced Technical Education and Innovations (Eames) Complex, room 102.  Student Services assists students with specific information about the programs at the College of Technology.  Student Success Navigators are available to give students assistance with admissions, class and schedule advisement, academic resources, and specific information pertaining to a student's educational goals.

Hours are 7:30 am to 5:00 pm, Monday through Friday.  Appointments can be made by calling (208) 282-2622.  Appointments are recommended but are not required.  Tours of the programs are available by appointment and can be set up by calling (208) 282-2800. STUDENT SERVICES

**TUTORING ASSISTANCE:** Students who are experiencing difficulties with their program instruction or classroom assignments may receive assistance.  The student's instructor should be contacted first, as many of the training programs have 'peer tutors' available who are familiar with the required curriculum and assignments.

NOTE: It is important to request assistance as EARLY in the semester as possible!  At the point a student recognizes they are having difficulty, help should be sought immediately!  Contact the TAP Center, (Tutoring, Academic Support, Peer mentoring), located in room 380 of the RFC Complex.  Or telephone at (208) 282-3208 for an appointment to discuss specific tutoring needs.  TAP CENTER

**THE CENTER FOR NEW DIRECTIONS** Located within the RFC Complex on the third floor.  The Center's telephone number is (208) 282-2454.  Support programs are available at no cost for men and women who are interested in entering/re-entering the job market due to issues which might include: divorce; separation; death; or disability of a spouse.  Services are available on job seeking skills, career information, self-esteem, self-confidence building, and personal counseling.  The Center also provides a limited number of scholarships for single parents and for women and men interested in pursuing 'non-traditional' fields of training.  CENTER FOR NEW DIRECTIONS

Success in this course depends heavily on your personal health and wellbeing. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. You are encouraged to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the term, before the demands of exams and projects reach their peak. You are encouraged to reach out to the center about any difficulty you may be having that may impact your performance in this course. If you are experiencing stress in other areas of your campus life, the center will help you get in contact with other resources on campus that stand ready to assist you. In addition to your student success navigator, you are encouraged to contact the many other support services on campus that are available.

**Statement on Services**

- Students enrolled in Idaho State University College of Technology are eligible to receive free, confidential personal and career counseling from licensed professional counselors at **Center for New Directions (CND)**. We offer individual counseling and Biofeedback. **Call 208-282-2454**, Monday through Friday, from 8 am to 5 pm, to schedule an appointment or to speak immediately to a counselor if you are in crisis.
  CENTER FOR NEW DIRECTIONS

- **ISU Counseling and Mental Health Center (CMHC)** The university Counseling and Mental Health Center serves Idaho State University and its community with a dual mission. Our counseling services mission is to support the academic, emotional, social, vocational, spiritual, cultural, and professional development of students and other members of the ISU community by offering counseling, outreach, consultation, training, and educational and health promotion services. Our testing services mission is to initiate and provide a secure, professional, and proctored testing environment to meet individual, University, and community needs for admission, certification, licensure, correspondence, course placement, job placement, and academic course exams that adheres to the NCTA Professional Standards and Guidelines. Crisis intervention services are available Monday through Friday, from 8 am to 4 pm.

  To establish services:
  Please call 208-282-2130, Monday through Friday, from 8 am to 4 pm.
  **COUNSELING AND MENTAL HEALTH CENTER**

**Mental Health Services for Out of State ISU Students**

ISU Counseling and Mental Health Center has partnered with LifeWorks, Inc. to bring the MySSP tool to ISU students while they are physically out of the state of Idaho. Through MySSP, students can access health assessments, real-time chat support, and free counseling from licensed mental health professionals.

**Accessing MySSP**

- Connect with My SSP by calling 1-866-743-7732 or visiting **LINK**. IF calling from outside North America: 001.416.380.6578.
- Download "My SSP" from the app store to use on your phone.

## Financing Your Education

Students attending the ISU College of Technology can apply for federal financial aid by submitting a Free Application for Federal Student Aid (FAFSA) form each year they are enrolled at the University. FAFSA applications are available on the web at:

**FAFSA**

It is strongly recommended that students apply early. Keep the Financial Aid office notified of any changes in student status such as address change, marriage, etc.

NOTE: Students who leave school prior to successful completion may have to repay federal financial aid received. Call the ISU Financial Aid office immediately if you plan to withdraw from school, (208) 282-2756. The website for financial aid is:

**FINANCIAL AID**

Numerous scholarships are available to College of Technology students. The ISU Scholarship Department website lists those scholarships through the Bengal Online Scholarship System (BOSS).

The most common scholarships are the Associated Students of ISU (ASISU) Need and Scholastic awards. Funds for these scholarships come from a portion of the registration fees each student pays. Many scholarships are donated by business/industry, organizations, or individuals and have specific criteria which must be met.

**SCHOLARSHIPS**

## Traffic and Parking

NOTE: Please refer to the ISU Parking web address at:
**PARKING & TRANSPORTATION**

Every motor vehicle on the ISU campus must be registered and display an appropriate ISU decal.  Parking permits are available at the ISU Traffic Office located at the corner of South 5th and Humboldt Street, telephone (208) 282-2625.

Cost:

- General Lot: $116
- Reserved Lot: $348

Students may park only in the area their parking decal designates.  Students at the College of Technology may not park in the Cosmetology Patron parking spaces.  The parking meters at the RFC Complex are reserved for visitors and new applicants inquiring about school.  Students are NOT PERMITTED to park in metered spaces.  Students should be aware of the ISU towing policy.  Any vehicle that has incurred outstanding fines of $50 or more and has received a tow warning may be towed from campus at the owner's expense, even if legally parked.

Any traffic tickets resulting in fines owed to the University must be paid or student's transcripts, certificates, and/or degrees will not be released upon completion of their training program.  In addition, registration for the next term will not be permitted until the fines and other financial obligations are paid or proper arrangements are made by the student.

For more information on parking regulations, visit: https://www.isu.edu/parking/permit-information/regulations/

# V. Idaho State University Resources and Services

## Disability Services

### Mission Statement

The mission of Disability Services (DS) is to increase equal access and opportunities to all programs and services sponsored or funded by Idaho State University. DS is dedicated to creating an accessible environment for students, employees, and community members with disabilities. In achieving this, DS:

- Works collaboratively with University Partners to foster a welcoming, diverse, and inclusive University community.
- Collaborates with and empowers individuals who have documented disabilities by working together proactively to determine reasonable accommodation(s).
- Promotes a culture of self-advocacy, responsibility, and agency.
- Ensures compliance with the Americans with Disabilities Act Amendments Act (ADAAA) and other current legislation.
- Readily responds to grievances and advances inclusion through the removal of identified informational, physical, and/or attitudinal barriers.
- Advocates for Universal Design (UD) as a crucial framework to support the diverse needs of students, faculty, staff, and community members.
- Develops partnerships with external community members/groups to support the advancement of equity and inclusion at the local, state, and national levels.
- Provides institution-wide advisement, consultation, and training on disability-related topics, including but not limited to: legal and regulatory compliance and universal design.

### Contact Information

**Disability Services**
Rendezvous Complex, Room 125
921 South 8th Avenue, STOP 8121
Pocatello, ID 83209-8121
Phone: 208-282-3599
Fax: 208-282-4617

VP for ASL: 208-530-6505
Email: disabilityservices@isu.edu
DISABILITY SERVICES

## Office of Equity & Inclusion

The Mission of the Office of Equity and Inclusion is to foster a culture of connection and belonging within our community.

Our Vision is to inspire our community to develop and maintain an equitable and inclusive environment through support, outreach, and collaboration.

The University is committed to creating and maintaining a learning and working environment free of discrimination and harassment against any individual based on that person's race, color, religion, gender, age, sexual orientation, national origin, ancestry, physical or mental disability, or Veteran's status. Our helpful, friendly staff are available to work with any university community member. We look forward to serving you.

### Contact Information

**Office of Equity and Inclusion**
Rendezvous Complex, Room 151C
921 South 8th Avenue, STOP 8315
Pocatello, ID 83209-8315
Phone: 208-282-3964
Fax: 208-282-5829
EQUITY & INCLUSION

## Additional Resources and Services

The following are Idaho State University resources and services to help our students succeed.

- [Career Center](#)
- [Commencement](#)
- [Counseling and Mental Health Center](#)
- [Health at ISU](#)
- [Disability Services](#)
- [Parking and Transportation](#)
- [Student Resources](#)
- [Tutoring](#)

# VI. Handbook Signature Form

**Idaho State University** | College of Technology

HANDBOOK SIGNATURE FORM

I acknowledge that I have received, read and understand the Occupational Therapy Assistant Handbook.  I have also reviewed the Idaho State University Student Handbook and understand the privileges and responsibilities of attending Idaho State University.

I affirm that I have reviewed the requirements of the program and that I am capable of meeting these requirements with or without accommodations.  If I need accommodations, I understand that I am responsible for requesting those accommodations in accordance with the University policy/procedure.

_____                    _____

PRINTED NAME                                                        DATE

_____                    _____

SIGNATURE                                                               BENGAL ID #

_____

INSTRUCTOR SIGNATURE

# VII. Media Release

**Idaho State University | College of Technology**

MEDIA RELEASE

Instructions: Please review and indicate your agreement to this Release by signing below.

I hereby grant permission to Idaho State University (Idaho State) to use my name, image, voice, and likeness in all forms of physical and digital media for Idaho State's educational, marketing, and promotional purposes in perpetuity. Idaho State shall have the right to photograph, record, publish, re-publish, adapt, exhibit, perform, reproduce, edit, modify, make derivative works, distribute, display or otherwise use or reuse my name, image, voice and likeness in all markets, media, and technology now known or hereafter developed. Idaho State may exercise any of these rights itself or through any assignees, licensees, or other parties including other Universities.

I acknowledge that I will not be compensated for these uses, and that Idaho State exclusively owns all rights to the images, videos, recordings, and any derivative works created by Idaho State or its employees. I waive the right to inspect or approve of these uses. I hereby release Idaho State, its assignees, and its licensees from any claims that may arise from these uses, including without limitation claims of defamation, invasion of privacy, or copyright.

This Release is binding on me, my heirs, assigns, and estate. I understand Idaho State is not obligated to use any of the rights granted under this Release

_____    _____

FULL NAME (PRINTED)                SIGNATURE

_____    _____

ADDRESS (STREET)                   CITY          STATE      ZIP

_____    _____

EMAIL ADDRESS                      TELEPHONE NUMBER      DATE

# VIII. Computer Usage Policy

Idaho State University | College of Technology

COMPUTER USAGE POLICY

Person(s) using any of the ISU computing resources for personal gain, violation of security/privacy or whootherwise compromise the integrity of the hardware and/or software shall be prosecuted to the full extentof the law.

Legitimate use of a computer or computer network does not extend to whatever you are capable of doing with it.  Although some rules are built into the system itself, these restrictions cannot limit completely what you can do and see.  In any event, you are responsible for your actions whether or not rules are built in, and whether or not you can circumvent them.

Inappropriate use of the computer is considered computer misuse.  The supervisor of each lab will determine what is deemed "inappropriate use" for their particular lab.  For specific computer lab policies, see individual lab instructors.  Inappropriate use may result in denial of computer lab access at the College of Technology.

The misuse of this computing account, or use of an account belonging to another, may result in the loss of your computer privileges.  Where computing is required to complete course work this may effectively require transfer to a non-computer related program and/or hinder your pursuit of a degree. Examples of misuse are: sharing your personal account with another individual, using unauthorized passwords, using for financial gain or business purposes, sending offensive electronic mail or internet correspondence, chain letter, or other such correspondence, unauthorized transfer of computer programs or data, attempts to circumvent established procedures, computer security breach or attempts to break security.

I have read the entire student computing contract.  I acknowledge and agree to use the ISU computing resources solely for university instructional, administrative, or research activities in accordance with the above policy.  I further acknowledge that any abuse of the above privilege may result in the loss of computing privileges whether or not such privileges are necessary for continued enrollment in my present course of study.

_____                           _____
PRINTED NAME                                                                              DATE


_____                           _____
SIGNATURE                                                                                  BENGAL ID #

# IX. Acknowledgement of Clinical Affiliation Placement Outside of Southeast Idaho

**Idaho State University | College of Technology**

**Occupational Therapy Assistant Program**

**The student will attend four full-time clinical affiliations**
**Year 1:**
**Fall: OTA 1115: Fieldwork Level IA (one week)**
**Spring: OTA 1121: Fieldwork Level IB (one week)**
**Year 2:**
**Spring: OTA 2221: Fieldwork Level IIA (eight weeks)**
**Spring: OTA 2222: Fieldwork Level IIB (eight weeks)**

Four full-time clinical affiliations must be satisfactorily performed in order to complete the OTA program.  These are practical clinical rotations that are supervised primarily by a Fieldwork Educator (FE) assigned by the clinical facility.  The FE will carry out day to day interaction with the OTA intern. Ultimately, the responsibility of determining satisfactory completion of an affiliation is placed upon the Academic Fieldwork Coordinator (AFWC) and the OTA faculty based on the FE's assessment.  More information on clinical affiliations and how such training is assessed can be found in the clinical handbook which is a document given to each incoming student.

Each clinical rotation is expected to meet standards of employment.  The intern is expected to work a 40 hour week within the determined clinical rotation dates as specifically determined by the FE and AFWC.  Interns are expected to utilize, to the best of their ability, each affiliation for educational advancement.  Each intern should pursue increasing levels of responsibility as theoretical and technical abilities increase throughout the two clinical affiliations.  (Likewise, each intern is only expected to perform clinical duties that they have addressed in OTA coursework, feel competent completing safely, and that are approved by the AOTA and state practice guidelines.)

Final decisions for placement will be determined by the AFWC and will be based on site availability, order of choice, and student educational goals.  It is expected that all students will be flexible with site selection.  A student should expect to relocate to an area outside of southeastern Idaho as determined by the program for any or all required

fieldworks.  Expenses incurred from any relocation (including housing, transportation, food, etc.) are the responsibility of the student.

Health Occupations faculty and clinical instructors have the responsibility to assure that they are not involved with HO Department students in dual or multiple relationships. Dual or multiple relationships are defined as relationships that, in addition to the teacher/student role, may include financial, business, personal, sexual, or family relationships that could bring into question the ability of the parties to perform their duties in a professional, arms- length, objective fashion, or that might subject the student to the potential of threat or coercion associated with differential positions of power.  If these relationships are pre-existing, they should be disclosed to the supervising faculty or the department chairman in order to ascertain whether the student needs to be re-assigned to another faculty member or moved to an alternative clinical location.  The sensitivity to and prohibition of dual relations is not only for the protection of the student involved, but also to the integrity of the program.  Furthermore, it can serve as an assurance to other students in the program that the standards upon which a student will be graded are fair, objective, and not potentially biased by factors outside of a student's actual performance in the program.

**Student acknowledgement of Clinical Affiliation placement outside of Southeast Idaho**


_____                    _____
Student's Name (Print)                                              Date


_____                    _____
Student's Signature                                                  Bengal ID Number

# X. Access and Confidentiality Agreement

**Occupational Therapy Assistant Program**

**ISU College of Technology OTA Program**

As an OTA student, you will have access to what this agreement refers to as "Confidential Information." The purpose of this agreement is to help you understand your duty as an OTA student regarding Confidential Information.

"Confidential Information" includes patient information, employee information, financial information, and information proprietary to other companies or persons. You may learn of or have access to some or all of this Confidential Information through a facility's computer systems (which include but are not limited to the HELP system, the clinical and financial information systems, the longitudinal patient record, the actuarial, and claims systems), or through your affiliation activities.

Confidential Information is valuable and sensitive, and is protected by law and usually by strict facility policies. The intent of those laws and policies is to assure that Confidential Information will remain confidential-that is, that it will be used only as necessary to accomplish the University's or facility's mission.

As an OTA student, you are required to conduct yourself in strict conformance to applicable laws and a facility's policies governing Confidential Information. Your principal duties in this area are explained below. You are required to read and to abide by these duties. The violation of any of these duties will subject you to discipline, which might include, but is not limited to, dismissal from the OTA Program and to legal liability.

As an OTA student, I understand that I will have access to Confidential Information which may include, but is not limited to, information relating to:
- Patients (such as records, conversations, admittance information, patient financial information, etc.)
- Employees (such as salaries, employment records, disciplinary actions, etc.)
- Facility information (such as financial and statistical records; strategic plans, internal reports, memos, contracts, peer review information, communications, proprietary computer programs, client and vendor proprietary information, source code, proprietary technology, etc.)

Accordingly, as a condition of my continued status as an OTA student and in consideration of my access to Confidential Information, I promise that:
1. I will use Confidential Information only as needed by me to perform my legitimate duties as an OTA student. This means, among other things, that:

a. I will not access Confidential Information for which I have no legitimate need to know; and

b. I will not in any way divulge, copy, release, sell, loan, revise, alter, or destroy any Confidential Information except as properly authorized within the scope of my status as a student; and

c. I will not misuse Confidential Information or carelessly care for Confidential Information.

2. I will safeguard and will not disclose my access code or any other authorization I have that allows me to access Confidential Information. I accept responsibility for all activities undertaken using my access code and other authorization.

3. I will report, according to a facility's business ethics policy and its confidentiality policy, any suspicion or knowledge that I have that my access code, authorization, or any Confidential Information has been misused or disclosed without the facility's authorization.

4. I will report, according to a facility's business ethics policy, activities by any individual or entity that I suspect may compromise the confidentiality of Confidential Information. Reports made in good faith about suspect activities will be held in confidence to the extent permitted by law, including the name of the individual reporting the activities.

5. I understand that my obligations under this Agreement will continue after termination of my status as an OTA student.

6. I understand that I have no right or ownership interest in any Confidential Information referred, to in this Agreement. A facility may at any time revoke my access code, other authorization, or access to Confidential Information. At all times during my status as an OTA student of the University or with a facility I will act in the best interests of the University or that facility.

7. I will be responsible for my misuse or wrongful disclosure of Confidential Information and for my failure to safeguard my access code or other authorization to access Confidential Information. I understand that my failure to comply with this Agreement may also result in my dismissal from the OTA Program.

**Student acknowledgement of the Access and Confidentiality Agreement**

_____                    _____

Student's Name (Print)                                                             Date


_____                    _____

Student's Signature                                                                Bengal ID Number

# XI. Background Check with CastleBranch

**Order Instructions for:**



**Idaho State University College of Technology Health Occupations**

1. Go to [mycb.castlebranch.com](mycb.castlebranch.com)
2. In the upper right hand corner, enter the Package Code that is below.
   - Package Code **ID41**

## ABOUT

**About CastleBranch:**
Idaho State University College of Technology Health Occupations and CastleBranch – one of the top ten background screening and compliance management companies in the nation – have partnered to make your onboarding process as easy as possible. Here, you will begin the process of establishing an account and starting your order. Along the way, you will find more tailed instructions on how to complete the specific information requested by your organization.  Once the requirements have been fulfilled, the results will be submitted on your behalf.

## Order Summary

**Payment Information:**
Your payment options include Visa, Mastercard, Discover, debit, electronic check, and money orders.  Note: Use of electronic check or money order will delay order processing until payment is received.

**Accessing Your Account:**
To access your account, log in using the email address you provided and the password you created during order placement.  Your administrator will have their own secure portal to view your compliance status and results.

**Contact Us:**
For additional assistance, please contact the Service Desk at 888-666-7788 or visit [mycb.castlebranch.com/help](mycb.castlebranch.com/help) for further information.

# XII. Medical History and Physical Examination

**Idaho State University** | **College of Technology**

## Occupational Therapy Assistant Program

College:_____ Department:_____

921 South 8th Avenue, MS_____

Pocatello, Idaho 83209-_____

Program of Study_____

Fax Number:_____ ATT:_____

**STUDENTS PLEASE COMPLETE**

BEFORE GOING TO YOUR PHYSICIAN FOR EXAMINATION

REPORT OF MEDICAL HISTORY

|  |  |  | M/F |
|---|---|---|---|
| Last Name | First | Middle | Sex |

Home Address:  Number & Street          City          State          Zip          Date of Birth

**PERSONAL HISTORY**

Please check those which **you have had or now have**

| Have You Had | Yes | Date | Comments | Have You Had | Yes | Date | Comments |
|---|---|---|---|---|---|---|---|
| Head Injury with Unconsciousness |  |  |  | Tuberculosis |  |  |  |
| High or Low – Blood Pressure |  |  |  | Heart Condition |  |  |  |
| Back Problems |  |  |  | Jaundice |  |  |  |
| Stomach, Intestinal, Gallbladder Trouble |  |  |  | Disease or Injury of Joints |  |  |  |
| List All Operations: |  |  |  | Kidney Disorder |  |  |  |
| List All Current Medications: |  |  |  | Allergy: Asthma |  |  |  |
|  |  |  |  | Hay Fever |  |  |  |
|  |  |  |  |  |  |  |  |

I hereby declare that I have no illnesses or emotional problems not discussed with my physician that will interfere with my enrollment in the program.  I hereby grant permission for the information requested on this form to be released to the

_____ OF _____

_____          _____

Applicant's Signature                              Date

## PHYSICIAN PLEASE COMPLETE

### REPORT OF HEALTH EVALUATION

BP           Height              Vision – Right 20/          Left 20/

Pulse         Weight            Corrected – Right 20/     Left 20/

| ARE THERE ANY ABNORMALITIES? | YES | NO | DESCRIBE |
|---|---|---|---|
| 1. Head, Ears, Nose, or Throat | | | |
| 2. Respiratory | | | |
| 3. Cardiovascular | | | |
| 4. Gastrointestinal | | | |
| 5. Hernia | | | |
| 6. Eyes | | | |
| 7. Genitourinary | | | |
| 8. Musculoskeletal | | | |
| 9. Metabolic/Endocrine | | | |
| 10. Neuropsychiatric | | | |
| 11. Skin | | | |

| HEPATITIS B | INFLUENZA | MMR | Tdap | VARICELLA | TB |
|---|---|---|---|---|---|
| + Positive Titer -Negative Titer <br><br> Attach lab result | Yearly Vaccine <br><br> August – March | 2 documented doses OR proven serologic immunity to all three | Booster as an adult within the last 10 years | 2 documented doses OR proven serologic immunity | Skin Test (PPD) Mm induration (>10mm is +) OR IGRA + or − |
| Negative titer requires further evaluation | | Attach copy of vaccine administration record OR attach lab result | Attach copy of vaccine administration record | Attach copy of vaccine administration record OR attach lab result | Attach copy of document PPD mm reading or IGRA lab result <br><br> If positive* CXR attach report from radiology |
| | | | | | |
| **Please refer to ISU screening recommendations for details about serologic immunity, vaccines, and *TB screening** | | | | | |

Is the patient now under treatment for any medical or emotional condition? Yes_____No_____

Does this person have any limitations regarding lifting and moving of people and or equipment?
Yes_____No_____

In your opinion, does this applicant have the mental and physical health to meet the requirements of being an active and successful student in the _____Department as well as for being employed professionally following graduation?  Yes_____No_____

<u>Comments:</u>

_____    _____    _____

Physician's Signature               Date            Address

_____    _____

Print Name                             Phone

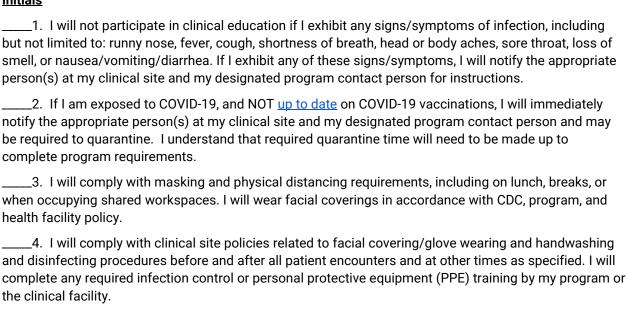# XIII. Clinical Education Assumption of Risk



**Occupational Therapy Assistant Program**

Participation in clinical education, including clinical simulations in didactic (classroom) settings, is required by professional accreditation standards for health sciences programs. Participation in such activities, including any placement in a healthcare facility or clinical site (including hospitals, clinics, pharmacies, or other such entities) for the purpose of clinical education entails certain risks, including the risk of exposure to infectious diseases and other personal injuries. Similarly, there exists some level of risk in didactic settings. While every effort will be made to minimize risks to students, staff, and faculty, the elimination of all such risks is beyond the control of the program or university. Vaccination for many infectious diseases, including COVID-19, may be required by a healthcare facility for placement in clinical education. If unvaccinated, restrictions upon student activities by the program or site may be imposed. Placement at certain healthcare facilities or sites may be contingent on vaccination status and requirements may change without advanced notice. Educational opportunities missed due to lack of vaccination may delay graduation and/or result in additional educational expenses.

I freely and voluntarily accept the health risks and potential facility requirements described above to complete my clinical educational requirements. I also understand that COVID-19 vaccination is recommended, but not required by Idaho State University. I understand that COVID-19 vaccination may be required by some health facilities or clinical sites to participate in certain aspects of clinical education. If I choose NOT to be vaccinated for COVID-19, I may be required to adhere to additional guidance based on CDC recommendations. Before engaging in clinical education, please read, initial, and sign the following:

**Initials**

_____1.  I will not participate in clinical education if I exhibit any signs/symptoms of infection, including but not limited to: runny nose, fever, cough, shortness of breath, head or body aches, sore throat, loss of smell, or nausea/vomiting/diarrhea. If I exhibit any of these signs/symptoms, I will notify the appropriate person(s) at my clinical site and my designated program contact person for instructions.

_____2.  If I am exposed to COVID-19, and NOT up to date on COVID-19 vaccinations, I will immediately notify the appropriate person(s) at my clinical site and my designated program contact person and may be required to quarantine.  I understand that required quarantine time will need to be made up to complete program requirements.

_____3.  I will comply with masking and physical distancing requirements, including on lunch, breaks, or when occupying shared workspaces. I will wear facial coverings in accordance with CDC, program, and health facility policy.

_____4.  I will comply with clinical site policies related to facial covering/glove wearing and handwashing and disinfecting procedures before and after all patient encounters and at other times as specified. I will complete any required infection control or personal protective equipment (PPE) training by my program or the clinical facility.

_____5.  I will follow all infection control guidelines, policies, and procedures of the clinical facility, program, and/or university. Such guidelines are subject to change as more information becomes available.

_____6.  I recognize the dangers to myself and others of acquiring infectious diseases during clinical education, including the possibility of health-related consequences of such diseases. I recognize that vaccination for COVID-19 and other infectious diseases is recommended to decrease the risk of these consequences.

_____7.  I have the right to feel safe during clinical education. I have the ability to talk to my clinical instructor regarding any concerns I may have related to breaches in infection control measures or public health recommendations at any clinical education site.

_____8. I recognize I have the right not to participate in clinical education because of potential risks to myself and/or members of my household. I recognize that any missed clinical education time due to lack of participation will need to be made up to complete program requirements and may delay my graduation.

_____9. If I test positive for COVID-19, I will notify my program's clinical coordinator and follow their instructions.

_____10. I will follow all ISU or health facility-related screening requirements.


11. Vaccination status. Please initial one of the following and provide dates if applicable:

_____   I have been fully vaccinated* with an FDA-approved COVID-19 vaccine.  **Date(s):_____,** **_____**

_____   I have been fully vaccinated* with an FDA-approved COVID-19 vaccines, including being up to date with the recommended          boosters.     **Date(s): _____,_____,_____ ,_____**

_____   I have not received an FDA-approved COVID-19 vaccine, but will be fully vaccinated* within 6 weeks.

_____   I will not be receiving an FDA-approved COVID-19 vaccine.

*Fully vaccinated means that you have met the vaccine recommendations included on the CDC webpage which is kept up to date._

**Documenting Exemptions:**

Students may request an exemption to a clinical facility or site's vaccination requirement for valid medical or religious reasons. If a student chooses not to be vaccinated for a medical or religious reason and seeks an exemption from the vaccination requirement imposed by a clinical site, further documentation may be required by the site. Some sites may facilitate the religious exemption request themselves and the student will need to complete the site's appropriate form. Other sites may ask the university to help facilitate this process. Decisions to accept an exemption request are generally up to the clinical site.

**Medical exemption requests:** Students should work with the ISU Office of Disability Services for disability accommodations. Students can fill out a Student Request for Services Form or call (208) 282-3599 (Pocatello), (208) 373-1723 (Meridian), or email disabilityservices@isu.edu. Upon the conclusion of the accommodation process, the Office of Disability Services will email a letter to the student with the decision of the medical exemption request for submission to any requesting clinical site.

**Religious exemption requests:** Students should work with the Office of Equity and Inclusion for a religious exemption request by completing the Religious Exemption Request Form. The Office of Equity and Inclusion will email a letter to the student with the decision of the religious exemption request for submission to any requesting clinical site. Students can reach the Office of Equity and Inclusion at (208) 282-3964 or email taysshir@isu.edu to request the form.

**<u>Opt-out Guidelines:</u>**

In general, satisfactory progression through professional curricula requires that students complete clinical and didactic course requirements in the semester in which they are enrolled.  Programmatic requirements are based on professional accreditation standards and licensing board requirements, and include clinical education activities.  Should a student be unable to complete requirements due to illness or CDC-recommended isolation/quarantine, make-up work may be allowed if congruent with programmatic or university policies for other medically-related absences. Should a student choose not to complete any course or program requirement related to clinical education, the student is responsible for contacting the course instructor and providing a rationale for "opting out." Opt-out policies may vary between programs; students should contact their individual programs for specifics on process. Delays in progression and/or graduation may occur due to quarantine time and/or if a student chooses to opt-out of any aspect of required coursework or clinical education.


_____        _____

Student Signature                                                       Date


_____

Student Printed Name



This assumption of risk is in effective for the course of the program of study or until a new document is signed, whichever is greater.


**Updated 5/17/23 CTO**          Reviewed by ISU General Counsel

# XIV. Health Occupations Department Professional Email Etiquette Policy

Etiquette rules for communicating in the workplace. Below are some useful tips to use in your emails for years to come!

1. **Email Response:** Don't respond to an email when you are emotional! Take a step back, compose yourself, get outside advice, or sleep on it. You'll come back refreshed and with a clear mind, ready to craft a balanced and professional email without the emotions attached.

2. **Salutation:** A salutation is a professional greeting such as Dear *Name*, Greetings *Name*.
   - Never use words like "hate", or such greetings as, "Hey", "Howdy "or other slang.
   - When choosing a salutation, consider the audience. Your greeting sets the tone for your email, so choose it wisely.
   - Do not use first name only with an individual in a position of authority unless invited to do so. For example, you would address the President of the ISU as *President Satterlee.*

3. **Subject Line:**
   - Make sure your subject line is clear. In the event you have no subject line, the other person may not answer your email, or may take a long time to reply.
   - Appropriate subject lines give the theme of the email and gives the receiver an idea of the importance of your email. Make subject line as specific as possible. Invest an extra minute in a specific subject line, and it may make the difference between being ignored and answered quickly.
   - Most professionals receive numerous e-mail messages each day, yet they may have little time to respond. Many people prioritize answering e-mails based on the subject line. A blank subject line is not useful to the  reader.

   **Here are a few examples of ineffective and effective subject lines:**

|     Ineffective Subject lines     |     Effective Subject Lines     |
|------------------------|------------------------|
| Question | Question about Application for XXX |
| Request | Recommendation Letter Request |
| Sick | Missing work due to Illness |
| Meeting | Meeting with you for extra help with evaluations |
| Thank you | Thank you for your help in XXXX remediation |
| Late | Arriving late to work, arrive at 11:00am -1:00pm |

| | |
|---|---|
| Early | Leaving work at break 10:00am |

4. The message: Follow a proper email format.

Keep it brief and to the point. It is wise to follow the correct email format:

- Subject line: describe what the email is about in a few words.
- Introduction: state purpose of the message, mention the recipient's name and add a proper greeting.
- Body: Write the main message and supply the necessary details. Always be courteous and kind.  Use words such as, "Please" when asking for help and "Thank-you" when someone has given you the gift of their time. Always recognize when someone has taken time out of their day to help you.
- Conclusion: Close with a courteous statement. Include your name, surname, company name and sign-off.
- Avoid stream-of-consciousness messages. In other words, don't just write words as they come to you; read it from the recipient's perspective and edit accordingly before you click "send."

5. **Tone of email:**
    a. **Watch your tone and be respectful. Here are some useful tips!**

    **Poor Tone:** *"I tried to access the link to the XXXX database you recommended, but it won't go through! How am I supposed to complete this assignment?!"*
    **Professional Tone:** "*Attached is the personal statement required for the XXXX application. I sent the personal information form and recommendations on May 4, so the submission should complete my file."*
    **Do not** use phrases such as: "*everyone is*", *"it's not just me"*. Emails should specifically address the question that **YOU** have. Please do not speak for everyone.
    **Do not** use threatening language such as: *"if this is not addressed I will go to the Dean/VP"*
    b. **When asking another faculty or staff member for a favor:**
    Please remember that other faculty and staff have work to do, which takes priority. When you need some help or a favor from another faculty or staff, always ask first the other person, "Are you available on…" "Do you have time to help me with…"
    c. **It is a good practice to acknowledge that you have received the email.**
    "Thank you for your email." "Thank you for letting me know." "I will get back to you as soon as I can."

6. **Formatting and Other thoughts:**
    - Use proper paragraphing or bullet points. Many writers make the mistake of lumping all the content of an e-mail message into one long paragraph. Short paragraphs or bullet points lend themselves well to skimming, a practice that most e-mail readers use.

- Add a space between paragraphs to provide a visual clue as to where a new message starts.
- Use Standard English. Text language is unacceptable.
  - Run a spell-check. In fact, consider writing important or lengthy messages in a word processing program. When you're satisfied with the draft, you can copy and paste it to the email program.
  - Make sure that any attachments you intend to send are truly attached. Also, refer to the attachment in the message itself to alert the reader to its presence.
  - E-mail is an excellent academic and professional tool you can use to your benefit. Extra time spent crafting effective e-mail messages is an investment in a practical and valuable communication skill.

**I acknowledge that I have read and understand the Email Etiquette Policy. If you have questions, pleases do not hesitate to seek clarification. **

Student  Signature:_____          Date: _____

# XV. Communicating in the Workplace

## Proper Email Etiquette for Professionals

Additional rules for communicating in the workplace:

1. **Proofread your emails.**
   The occasional spelling or grammar mistake is unavoidable.  But if your emails are always littered with them, it is a problem: You look unprofessional and like you do not care about your job – not a good image to portray among colleagues.

2. **Check that the recipient's name is spelled correctly.**
   Common names like Cathy or Sean can be spelled differently. Always check name spelling.

3. **Use emojis sparingly.**
   It is far easier to say, "Do not use emojis – ever!" It saves you any trouble, even if it is okay to use emojis in certain circumstances. But realistically, this won't happen – and chances are you have probably already used them.
   So here is a general take on emojis: If you use emojis in formal business emails, use the correct ones, use them sparingly, and use them only with people you know well.

4. **Don't send emails over the weekend.**
   People need time to disconnect from work, so it's important to respect their time.  Plus, you will want to set an example for how you want to be treated.  If you do not want to receive emails about work during your Saturday afternoon barbecue, then don't send them to others off work hours **unless it is an emergency**. At which time, it should be followed by a phone call or text, so the person knows there is an email coming.

5. **Timing.**
   Respond to emails promptly. In a perfect world, we respond to emails immediately. But busy schedules and cluttered inboxes means this is not always possible. A good rule to follow is to respond to emails within 12 hours.  If you need more time to respond, let the person know you will get back to them at a later date.
   Always acknowledge what the sender has sent and that the recipient received it.

6. **Remember to set out-of-office messages.**
   Out-of-office messages are commonly used when people go on vacation. They also include a note informing people who they can contact for any urgent requests.

7. **Always be kind.**
   Emails can be so easily forwarded to other people. Always be kind.  If you are frustrated, take a moment, an hour, or however long before sending that email.  Use words like "please" and "thank-you" and above all else, be kind.

   **Proper email etiquette will always be crucial because it orders our communication, improves efficiency, and makes us look professional. That is why we have rules like using proper salutations, replying promptly, and setting out-of-office replies.**

# XVI. Clinical Education Informed Consent/Release



**For Criminal Background Investigation, Immunizations and Drug Screening**

I hereby authorize the University, any qualified agent, or clinical affiliate to receive the following in connection with my clinical education for the ISU College of Technology Occupational Therapy Assistant Program (OTA): criminal background, immunization record and drug screening information including copies of my past and present law enforcement records and drug screening. This criminal background check and drug screening is being conducted for the purpose of assisting the Occupational Therapy Assistant Program and the clinical affiliate in evaluating my suitability for clinical education. The release of information pertaining to this criminal background check and drug screening is expressly authorized.

I understand that information contained in the criminal background report and drug screenings may result in my being denied a clinical assignment, and consequently, dismissal from the program. I also understand that I will be afforded the opportunity to be heard before any such withdrawal.

I understand that I have a right to review the information that the Occupational Therapy Assistant Program and clinical affiliate receives in this criminal background investigation, immunization record and drug screening by putting a request in writing to Public Safety and that I may respond to the information. I understand that all reasonable efforts will be made by the University to protect the confidentiality of this information. I further understand that the results of the criminal background check and drug screening may be reviewed by the Program, Department, clinical affiliates, Public Safety, and General Counsel.

If negative information is contained in my reports, I understand that I will be notified by the Occupational Therapy Assistant Program and will be asked to provide information in writing to the Program. I understand that placement decisions made by the Occupational Therapy Assistant Program or clinical facility are not subject to appeal.

I hereby give the Occupational Therapy Assistant Program permission to release the criminal background and drug screening reports to agencies to which I am assigned for clinical experience prior to beginning the assignment. I understand the agencies may

refuse me access to clients/patients based on information contained in the criminal background check and drug screening and that the agencies' criteria may differ from that of the Practical Nursing Program. Should the agencies require additional background check and drug screening information, I understand that the process and payment for these additional criteria are my responsibility.

I hereby release those individuals or agencies from any liability or damage in providing such information. I agree that a photocopy of this authorization may be accepted with the same authority as the original.

I hereby further release the State of Idaho, the University, its agents, officers, board, and employees from any and all claims, including but not limited to, claims of defamation, invasion of privacy, wrongful dismissal, negligence, or any other damages of or resulting from or pertaining to the collection of this information.

I understand that I am responsible for all costs associated with this process.


_____          _____
Student's Signature                                              Date


_____          _____
Student's Name (Print)                                        Date of Birth


_____          _____
Witness                                                              Date


*Please print or type all names you have used in the past (use other side of page if necessary)*