ALAMO COLLEGES DISTRICT

St. Philip's College



OCCUPATIONAL THERAPY ASSISTANT PROGRAM

STUDENT HANDBOOK

TRADITIONAL TRACK



AUGUST 2026

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Disclaimer

The contents of this handbook are accurate at the time of printing but may be modified or changed at any time to correspond with decisions of the St. Philip's College District Board of Trustees, Local, State, or federal requirements or accrediting agencies requirement. The student should be aware that modifications in cost, procedures, regulations and course offerings might occur without advanced notice.

The Health Science Division reserves the right to assess and modify the educational policies and requirements as new information is available and as students or curricular needs are identified. The student will be notified in writing of any changes that may influence his/her course of study.

The Student Handbook governs the didactic portion of the occupational therapy assistant program. There is a separate handbook for the fieldwork portion of the program, refer to it for all fieldwork policies and procedures.

Dear OTA Student,

Congratulations on your acceptance into the Occupational Therapy Assistant (OTA) Traditional Track Associate of Applied Science program at St. Philip's College! You were selected from a highly competitive pool of applicants based on your demonstrated achievements and genuine commitment to enhancing the well-being of others.

The OTA faculty is dedicated to equipping you with the knowledge, skills, and professional foundation necessary to thrive as a competent and compassionate occupational therapy assistant. Over the next two years, you will engage in a dynamic educational journey that includes instruction in three key settings: the classroom, the laboratory, and a variety of carefully selected occupational therapy clinics. Each learning environment plays a vital role in your overall development and success.

Throughout the program, we will emphasize the importance of critical thinking, independent learning, and problem-solving. As you grow into your professional role, we expect you to embrace self-responsibility and uphold the highest standards of professional conduct. These attributes will support your evolution into a reflective practitioner and lifelong learner in the field of occupational therapy.
We are proud to welcome you to the Occupational Therapy Assistant Program—one of the signature offerings of St. Philip's College.

As part of your onboarding, you are required to attend a mandatory orientation session prior to the start of the program. This session will introduce key program policies and procedures, and you will receive the Occupational Therapy Assistant Program Student Handbook at that time.

We look forward to supporting your academic and professional journey.

Welcome aboard!

Sincerely,
The OTA Program Faculty
St. Philip's College

Meet the Occupational Therapy Assistant Program Faculty and Staff

PROGRAM DIRECTOR



Dr. Jacqueline Stevenson, OTR, OTD, MOT, **Associate Professor** earned a Post-Professional Doctoral Degree in Occupational Therapy from Mary Baldwin University, Master of Occupational Therapy at Texas Woman's University, Denton Campus, Bachelor of Administration degree in Business Administration, and an Associate of Applied Science degree in Occupational Therapy Assistant. She taught at the AMEDDC&S occupational therapy assistant program for five years prior to becoming an instructor at St. Philip's college. Her clinical experience includes mental health, acute care, hand therapy, outpatient rehabilitation, skilled nursing facility care, home health care, and inpatient rehabilitation. She has held staff and management positions at various facilities. She served as the Academic Fieldwork Coordinator prior to assuming the role as Program Director in 2021.

ACADEMIC FIELDWORK COORDINATOR



Kathryn Freeman, OTR, MOT, Professor, Student Club Advisor earned a Master of Occupational Therapy at Texas Woman's University, Houston Campus and a Bachelor of Science in Physical Education degree. She served as an adjunct instructor for many years before becoming the program director in 2013. Her clinical experience includes acute care, inpatient rehabilitation, work hardening, and outpatient rehabilitation. She is the program's Academic Fieldwork Coordinator.

PROFESSOR



Edward Gayden, M.Ed., BS, COTA, Associate Professor earned a certificate in Occupational Therapy Assistant from AMEDDC&S and a Bachelor of Science in Sports and Health Science degree from American Military University. He served as the Academic Fieldwork Coordinator from 2013-2018. His clinical experience includes acute care, inpatient rehabilitation, skilled nursing facility care, Mental Health, and outpatient rehabilitation.

ACADEMIC PROGAM SPECIALIST



Leianna Bell, AAS, COTA, earned an Associate of Applied Science degree in Occupational Therapy Assistant from St. Philip's College in 2022. She is a COTA and has worked in the skilled nursing facility setting.

Meet the Occupational Therapy Assistant Program Adjunct Faculty



Allison Bailey, COTA, AAS
St. Philip's College Alumni
Adjunct, Clinical Liaison



Leslie Buchanan, COTA, AAS
St. Philip's College Alumni
Adjunct, Clinical Liaison



Cynthia Gutierrez, OTA, AAS
St. Philip's College Alumni
Adjunct, Clinical Liaison



Jennifer Parpacen-Smtih, OTR, MOT
Adjunct Instructor, Pediatrics
Clinical Liaison



Avery Pegues, COTA, BS
Adjunct Instructor, Kinesiology
Clinical Liaison



Courtney Walker, OTR, MOT
Adjunct Instructor, Pediatrics

Purpose of the Student Handbook

Welcome to the **St. Philip's College Occupational Therapy Assistant (OTA) Program**.

This handbook has been developed specifically for students enrolled in the **Traditional OTA Program** and serves as a guide to the policies, procedures, expectations, and requirements that govern participation in the program. The information contained in this handbook supplements the policies of St. Philip's College and the Alamo Colleges District and addresses requirements specific to the OTA Program.

Students are responsible for reading, understanding, and complying with all policies contained in this handbook. Because the OTA Program must adhere to college, accreditation, fieldwork, and regulatory requirements, program policies may exceed or supersede general college policies when necessary to support student success, professional development, patient safety, and compliance with accreditation standards.

The Traditional OTA Program combines classroom instruction, laboratory experiences, fieldwork education, and other learning activities designed to prepare students for entry-level practice as occupational therapy assistants. Students are expected to actively participate in all components of the program and maintain the professional, academic, and ethical standards expected of future occupational therapy practitioners.

In addition to this handbook, students should review the official **St. Philip's College Student Handbook**, **College Catalog**, and other institutional resources to gain a complete understanding of their rights, responsibilities, and available support services.

The OTA Program reserves the right to revise policies and procedures as needed to comply with institutional requirements, accreditation standards, regulatory changes, and program needs. Students will be notified of any substantive changes.

Additional student support resources are available through **St. Philip's College Student Support Services** and other campus resources designed to promote academic success, personal well-being, and student engagement.

Additional support resources and helpful links for students are also available online at:
https://www.alamo.edu/online/support-at-SPC/

St. Philip’s College

St. Philip’s College Accreditation

St. Philip's College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees and certificates. Contact SACSCOC at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of St. Philip's College.

To maintain accreditation with the SACSCOC, St. Philip's College must comply with the standards contained in the Principles of Accreditation: Foundations for Quality Enhancement and with the policies and procedures of the Commission on Colleges. The Commission on Colleges applies the requirements of its Principles to all applicant, candidate, and member institutions, regardless of type of institution (public, private for-profit, private not-for-profit).

St. Philip's College History

As a Historically Black College and as a Hispanic Serving Institution, St. Philip's College strives to be an important force in the community, responsive to the needs of a population rich in its ethnic, cultural, and socio-economic diversity. St. Philip's College seeks to create an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

The College takes pride in its individual attention to students in a flexible and sensitive environment. As a dynamic and innovative institution, St. Philip's College values the role of creative and critical thought in preparing its students, campus, and community to meet the challenges of a rapidly changing world.
Date Established: 1898

St. Philip's College Mission Statement

St. Philip's College, a Historically Black College and Hispanic Serving Institution founded in 1898, is a comprehensive public community college offering degrees and certificates, whose mission is to empower our diverse student population through educational achievement and career readiness.

St. Philip's College Core Competencies

The college fulfills its mission through three core competencies:

1) Quality Instruction for Educational Programs

    a. Foundational courses in arts and sciences leading to an associate degree or transfer to attend senior institutions.
    b. Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
    c. Applied Science and technical programs leading to a bachelor degree, associate degree or certificate designed to prepare students for employment and/or to update crucial skills for success in business, industry and government.
    d. Continuing education programs for occupational and educational enrichment or certification.
    e. High School Program partnerships to align transfer pathways, enhance learning opportunities and provide career readiness and transfer opportunities.

2) Student Engagement

    a. Counseling and guidance designed to assist students in achieving their educational and professional goals.
    b. Educational support services including library services, tutoring, open use computer labs and a writing center.
    c. Services and appropriate accommodation for special populations, to include adult literacy and distance education.
    d. Empower students with institutional initiatives and service opportunities that aim to create a sense of belonging with the College and community at large.

3) Community Engagement

    a. Quality social, cultural, and intellectual enrichment experiences for the community.
    b. Committed campus that leverages our rich historical connection with San Antonio to build pathways for success and engagement for community members.
    c. Opportunities for participation in community service and economic development projects.

St. Philip's College Vision

St. Philip's College will be the best in the nation in Student Success and Performance Excellence.

St. Philip's College Values

St. Philip's College is committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission.

- Students First
- Respect for All
- Community-Engaged
- Collaboration
- Can-Do-Spirit
- Data-Informed

St. Philip's College Institutional Priorities

Streamlined Enrollment & Recruitment Processes
Build a Campus Culture of Belonging
Ensure Sound Financial Management

St. Philip's College Strategic Objectives

Learners: Propelling our learners' success from connection through post completion.

a. Advance career-connected learning by integrating internships, practicums, apprenticeships, applied learning and industry aligned curriculum into academic and workforce programs while expanding employer partnerships for learners.
b. Strengthen and expand holistic learner support services to reduce academic, financial, and personal barriers. Also, promote learner retention and completion through data-informed interventions.
c. Cultivate a strong sense of belonging by fostering learner engagement, mentorships, alumni connection and meaningful relationships with employees to ensure every learner feels supported and connected to St. Philip's College.
d. Systematize enrollment growth and degree/certificate completion by streamlining recruitment, advising, scholarship, and the application process while expanding flexible access through online & weekend programmatic offerings and post completion training opportunities that support lifelong learning.

Talent: Nurturing a mission driven workplace that enhances performance, collaboration, and leadership among all our employees.

a. Advance professional growth by expanding employee-informed development opportunities that build skills, support adoption of emerging technology, and promote continuous learning.
b. Increase institutional culture to promote employee belonging, recognition, and engagement in support of organizational excellence and learner success.
c. Expand community and industry engagement to enhance employee learning, strengthen recruitment, and ensure institutional relevance through strategic partnerships with external partners.

Community: Strengthening our community through collaboration and service.

a. Expand experiential learning and accessible support services that address community needs while still giving learners opportunities to apply real-world skills.
b. Enhance communication and outreach by providing clear, consistent messaging, accessible contact points and effective promotion of programs that align with community needs and interests.

c. Develop and sustain structured community, industry, and alumni partnerships to ensure academic programs align with workforce demands and community needs.
d. Maximize campus and facilities as community resources by providing spaces for events, experiential learning, hands-on training and collaborative events that benefit learners and the broader community.

Performance Excellence: Delivering efficient and effective instruction, services, and operations.

a. Identify, assess and improve the integration of career readiness skills and workforce alignment within every degree, course, and student experience to promote student completion, engagement, and job placement.
b. Enhance institutional effectiveness by using data, accreditation standards, and quality frameworks to ensure consistent, accountable and high-quality instruction and services.
c. Advance learner readiness by modernizing technology and equipment to align with industry standards and emerging workforce needs.

St. Philip's College Occupational Therapy Assistant Program

Occupational Therapy Assistant Program History

In 1969, St. Philip's College began offering degrees in Allied Health. Today the Occupational Therapy Assistant Program is offered in the Allied Health, Early Childhood, and Kinesiology Department within the Division of Health Sciences.

The Occupational Therapy Assistant (OTA) Program first enrolled students in 1971 and in 1973 graduated its first cohort with an Associate of Applied Science (AAS) degree. Ms. Starla Sweda was the founding program director. The inaugural class graduated eight students. The program is the second oldest OTA program in Texas and the oldest to offer an AAS degree.

Occupational Therapy Assistant Program Accreditation

The Occupational Therapy Assistant Program was first granted accreditation status by the Accreditation Council for Occupational Therapy Education in 1973. It was re-accredited in 1984, 1990, 1998, 2006, 2011, 2017, and 2025.

Accreditation is through the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), ACOTE can be contacted by writing at: ACOTE, c/o Accreditation Department, American Occupational Therapy Association (AOTA), 7501 Wisconsin Avenue, Suite 510E. Bethesda, MD 20814 or online at: www.acoteonline.org

AOTA can be contacted at www.aota.org Phone number is (301) 652-AOTA (2682).

The program will adhere to ACOTE standards and will:

- Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.
- Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.
- Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.
- Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.
- Pay accreditation fees within 90 days of the invoice date.

- Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, and Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information.
- Agree to a site visit date before the end of the period for which accreditation was previously awarded.
- Demonstrate honesty and integrity in all interactions with ACOTE.

Occupational Therapy Assistant Program Mission Statement

The Occupational Therapy Assistant (OTA) Program is dedicated to providing a high-quality education that prepares students to become competent, entry-level professionals. The program fosters the development of compassionate, ethical practitioners and emerging leaders who contribute meaningfully to their communities.

Aligning with the College's commitment to diversity and inclusion, the OTA program supports students from diverse ethnic, cultural, and socio-economic backgrounds. Through a professional and supportive learning environment, including opportunities for community service, the program cultivates critical thinking, creative problem-solving, leadership, and a lifelong commitment to learning. Graduates are prepared to adapt to the evolving demands of healthcare and apply evidence-based practice in diverse settings.

Occupational Therapy Assistant Program Philosophy

The foundation of Occupational Therapy is grounded in the American Occupational Therapy Association's (AOTA) "Philosophical Base of Occupational Therapy." (2017) Occupations play a vital role in shaping an individual's development, health, and overall well-being throughout their lifespan.

Every person has an innate need and fundamental right to participate in meaningful occupations. Occupations occur within diverse social, physical, cultural, personal, temporal, and virtual environments. Enhancing occupational engagement is best achieved through collaboration between the client, their family or significant others, and the occupational therapy **practitioner,** ensuring a holistic and client-centered approach to care.

In support of the Occupational Therapy philosophy, the St. Philip's College Occupational Therapy Assistant (OTA) Program is committed to fostering a learning environment that upholds the core values of respect, integrity, and lifelong learning. We believe that every individual possesses inherent worth and should be treated with dignity **and respect, both in educational settings and professional practice.**

We recognize that open communication, ethical behavior, and integrity are fundamental in building trust within the occupational therapy profession and the communities we serve. Our program encourages students to embrace these values, fostering collaboration and professionalism in all aspects of their education and future careers.

We also believe that growth and transformation occur when individuals take responsibility for their actions and strive for continuous learning and self-improvement. Through experiential learning, critical thinking, and reflective practice, we empower students to become competent, compassionate, and adaptable entry-level occupational therapy assistants.

Aligned with the mission of St. Philip's College, our program is dedicated to preparing students for success in diverse healthcare environments by cultivating skills that promote client-centered, evidence-based practice and leadership within the occupational therapy profession.

Occupational Therapy Assistant Program Facilities

Occupational Therapy Assistant classes are held on the third floor of the Center for Health Professions building at the St. Philip's College-MLK campus. The address is 1801 Martin Luther King Drive, San Antonio, Texas, 78203. Room 312 is a classroom/lab and Room 320 is a classroom/lab with an ADL kitchen, bathroom, and storeroom. Room 315 is an OTA storeroom. Four computers, with wireless internet access, and one printer are available in each OTA classroom. Computers located in the classrooms are for educational/instructional purposes only.

Occupational Therapy Assistant Program Description

Occupational Therapy is a health care service that addresses the physical, cognitive, psychosocial, sensory, and other aspects of daily living activities. The purpose is to restore the client's ability to function in their chosen roles and situations in home, school, workplace, and community. "Occupation" encompasses all the activities that occupy a person's time and gives meaning to their lives. Activities used in treatment may be as basic as the daily tasks of grooming and cooking or as complex as evaluating the home and workplace for safety and energy-saving modifications.

The occupational therapy assistant enjoys a job that uses personal, creative, and technical skills working with individuals from a diverse and multicultural society and from all age groups. The occupational therapy assistant, under the supervision of an occupational therapist, carries out treatment plans. Clients may need therapy due to a physical injury, a disease process, aging, cognitive problems stemming from mental illness or alcohol and drug abuse, or to improve quality of life. Occupational therapy assistants are employed in hospitals, outpatient facilities, skilled nursing facilities, mental health facilities, schools, and home-health care.

The Occupational Therapy Assistant Program is a sequenced 2-year Associate of Applied Science (AAS) degree program consisting of lecture, laboratory, and clinical instruction. Year One consists of classroom instruction during the fall semester. The spring semester has classroom instruction along with one-day-a-week clinical. The Second Year of the program consists of classroom instruction during the fall or third semester, with two-days-a-week in clinical. The subsequent spring semester consists of two (2), full-time, minimum of eight-week clinical fieldworks.

The program is offered on a full-time basis during the daytime. Evening classes are not available for this program. Students can expect to spend approximately 35-40 hours per week in class, laboratory, clinical, and preparation while enrolled in this program.

Occupational Therapy Assistant Student Learning Outcomes (SLO)

- Students will develop **client-centered, meaningful intervention strategies** that promote participation in daily activities.
- Students will demonstrate **clinical reasoning skills** and the ability to integrate **research into practice** for effective intervention planning.
- Students will understand and demonstrate Occupational Therapy professional **ethics**, values, attitudes, behaviors, **leadership**, advocacy, and the responsibilities of an occupational therapy practitioner as it relates to **professional** service delivery.
- Students will demonstrate **strong interpersonal skills, cultural competence, and client rapport**.
- Students will exhibit the ability to **adapt treatment plans** for different client populations and practice environments.
- Students will demonstrate **continuous professional growth** and **critical self-reflection** for career advancement and lifelong learning.

Traditional Delivery Format

The St. Philip's College Occupational Therapy Assistant (OTA) Program is delivered in a **traditional face-to-face format** designed to promote active learning, hands-on skill development, and professional growth. Students participate in scheduled classroom lectures, laboratory activities, simulations, group learning experiences, and fieldwork education throughout the curriculum.

Students are expected to attend and actively participate in all required instructional activities. Courses may include a combination of in-person lectures, laboratory experiences, online learning components, assignments, examinations, and fieldwork placements. While some coursework may utilize the College's learning management system and other educational technologies, the primary mode of instruction occurs through face-to-face engagement with faculty and classmates.

Laboratory courses provide opportunities for students to develop and demonstrate clinical skills in a safe, supervised environment before participating in fieldwork experiences. Attendance and participation in laboratory sessions are essential, as many skills require hands-on practice and competency demonstration.

Fieldwork education is an integral component of the OTA curriculum and provides students with opportunities to apply academic knowledge and clinical skills in a variety of practice settings. Students must successfully complete all required fieldwork experiences and comply with program, facility, and regulatory requirements.

Because occupational therapy is a profession that requires effective communication, collaboration, professionalism, and clinical competence, students are expected to:

- Attend all scheduled classes, laboratories, and fieldwork experiences.
- Arrive prepared and on time for all learning activities.
- Demonstrate professional behaviors consistent with the OTA Program's standards.
- Participate actively in class discussions, laboratory activities, and collaborative learning experiences.
- Utilize technology and online resources as required to support learning and communication.
- Comply with all program, college, fieldwork, and accreditation requirements.

Successful completion of the OTA Program requires students to meet academic, professional, clinical, and attendance expectations throughout the curriculum. Students are encouraged to seek assistance from faculty, advisors, tutoring services, and other college support resources whenever needed to promote their success in the program.

Description of the COTA

The occupational therapy assistant works under the supervision of a registered occupational therapist in a variety of health care services such as schools, hospitals, and skilled nursing facilities. Occupational therapy assistants use “occupation” as treatment to help people learn the skills necessary to live as independently as possible and to participate in the life occupations of education/work/productive activities; self-care and instrumental activities of daily living as well as social participation and play/leisure.

Program Admission Process – Traditional Track

Admission Requirements

Students electing to major in the Occupational Therapy Assistant (OTA) program must meet all admission requirements for acceptance to St. Philip's College and the Health Sciences Department.

Prerequisite Requirements

- ENGL 1301 Composition
- BIOL 2401 Human Anatomy & Physiology I
- MATH Choose one from the math core.
- Select one course from Humanities (40) core OR from Visual and Performing Arts (50) core
- PSCY 2301 General Psychology

NOTE: All courses must have a grade of C or higher

Courses do not have an expiration date. If Alamo Colleges accepts your course then the program will accept your courses.

Observation Hours

Please choose one or the other:

Observation hours can be completed the traditional way (in-person; at 2 different settings) or here on this online course: https://www.clinedweb.com/courses/intro-to-ot-observation-hours

If you choose the online course, you will receive a certificate at the end. Upload this certificate on the application

Application Process

Completed application online, including all supporting documents, are accepted by the deadline of March 31. Applications are reviewed during the Spring semester for consideration to begin the OTA program in the following Fall semester.

Selection Process

After the March 31 deadline, the Selection Committee will review all complete application packets. Qualified applicants will be notified to attend a meeting with OTA faculty that furthers the selection process. This session will provide more specific information about the program, expectations if accepted into the program, and completion of an interview and writing sample.

A completed application includes the following:

- ATI TEAS score page with a minimum score of 65
- Official Transcripts for colleges pertaining to the prerequisites courses
- Complete 20 Volunteer/Observation Hours in two separate OT settings
- Potential students MUST attend at least one either virtual or face-to-face Information Session
- A one-two page, double-spaced, Calibri 12-point font essay including the following:
    - Describe what becoming an occupational therapy assistant means to you
    - How did the volunteer/observation experience expand your knowledge of Occupational Therapy
    - Describe how you build relationships with classmates and professor

Tuition Cost

Number of Credit Hours	General Education	Program Specific Credits	Special Tuition/Credit	In District Tuition Cost/Hour
60	16	44	$64	$109

In-District Tuition

Special Tuition per Award	Student Activity	Total In-District Cost Tuition	Uniforms	Books	Professional Memberships (AOTA,TOTA)	Misc. (Background Check and Drug Screen)	Total In-District Tuition and Fees
$2,816	$132	$6,540	$250	Included	$256	$170	$10,568

Out-of-District Tuition

Special Tuition per Award	Student Activity	Total In-District Cost Tuition	Uniforms	Books	Professional Memberships (AOTA,TOTA)	Misc. (Background Check and Drug Screen)	Total In-District Tuition and Fees
$2,816	$132	$13,500	$250	Included	$256	$170	$14,176

Non-Texas/International Non-Resident Tuition

Special Tuition per Award	Student Activity	Total In-District Cost Tuition	Uniforms	Books	Professional Memberships (AOTA,TOTA)	Misc. (Background Check and Drug Screen)	Total In-District Tuition and Fees
$2,816	$132	$28,560	$250	Included	$256	$170	$32,588

Occupational Therapy Assistant Program Professional Memberships

Occupational therapy assistant students are considered to be a professional upon admission into an occupational therapy program. The OTA instructional staff stress that participation in national, state and club associations is a vital part of a student's growth as a professional. There are several forms of associations in place in the Occupational Therapy profession.

The American Occupational Therapy Association, Inc.
7501 Wisconsin Ave., Suite 510E
Bethesda, MD 20814-6519
Phone: (301) 652-6611
Web Site: http://www.aota.org

The American Occupational Therapy Association (AOTA) is a national organization that promotes occupational therapy through member communication, continuing education, research, efforts to increase third party reimbursement for OT and improve OT practice.

Student membership ($78.00 **per** year) is mandatory for two years in the OTA Program and includes full membership benefits.

The Texas Occupational Therapy Association (TOTA)
The Texas Occupational Therapy Association require a yearly $30.00 membership fee. The Texas Occupational Therapy Association (TOTA) is a non-profit professional association incorporated in Texas that was established for the benefit of professionals and students of occupational therapy. The mission of TOTA is to be responsive to the professional development, information needs, and educational requirements of its members; to advance and improve the practice of occupational therapy for the benefit of the consumers; and to anticipate and respond to the organizational, political, economic and social features of the health care delivery system at the local, state and national levels. TOTA is an affiliate of the American Occupational Therapy Association, Inc.

OTA student membership is required as it provides access to local continuing education, knowledge of state practice issues and information regarding potential employment opportunities as well as reduced conference fees for the annual TOTA conference.

SPC Occupational Therapy Assistant Student Club
The Student Occupational Therapy Assistant (SOTA) Club is the official student organization for individuals enrolled in the Occupational Therapy Assistant (OTA) Program. The purpose of the club is to promote professional development, leadership, service, and involvement within the occupational therapy profession. Through participation in SOTA, students have opportunities to learn about emerging trends and issues in occupational therapy, engage with the professional community, and contribute to meaningful community service activities.

Students who wish to become members must complete a SOTA Club membership application. While membership is voluntary, participation is strongly encouraged as an important component of professional growth and development.

To be considered an **active member**, students must:

- Attend a minimum of three (3) SOTA meetings per academic year.
- Participate in at least two (2) club-sponsored events, service projects, or fundraisers per academic year.

Active involvement in SOTA provides students with valuable opportunities to develop leadership skills, network with occupational therapy practitioners and peers, support the community, and enhance their overall educational experience within the OTA Program.

OTA Program Curriculum
Program Length and Curriculum
The St. Philip's College Occupational Therapy Assistant (OTA) Program is a traditional, full-time program that is completed over two academic years (five semesters) following successful completion of all prerequisite coursework. The curriculum is designed to prepare students for entry-level practice as occupational therapy assistants through a combination of classroom instruction, laboratory experiences, clinical education, fieldwork, community engagement, and experiential learning opportunities.

Curriculum Design and Educational Philosophy
The OTA curriculum is guided by the profession's standards and the program's vision, mission, and philosophy. Six major curriculum threads are integrated throughout every semester of the program:

- Occupational and Community Engagement & Client-Centered Practice
- Evidence-Based Practice & Clinical Reasoning
- Professionalism, Leadership, & Ethical Practice
- Therapeutic Use of Self & Communication

- Lifespan Development & Diversity in Practice Settings
- Self-Reflection & Lifelong Learning

These curriculum threads provide a framework for student learning and professional development and reflect the values of the occupational therapy profession, St. Philip's College, and OTA program faculty.

The curriculum is designed to prepare students to provide occupational therapy services to individuals across the lifespan and in a variety of practice settings. Students are exposed to traditional, emerging, and community-based areas of practice through coursework, fieldwork experiences, service-learning activities, simulations, and hands-on learning experiences.

Instructional Framework
The OTA curriculum is structured around the principles of Bloom's Taxonomy and Experiential Learning.
Bloom's Taxonomy guides the sequential development of knowledge and skills from foundational understanding to entry-level professional competence. Students progress through increasingly complex levels of learning:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

Experiential learning supports this progression by engaging students in meaningful learning experiences that promote critical reflection, problem-solving, and practical application. Learning activities throughout the program include:

- Project-based learning
- Simulations and role-playing
- Service-learning experiences
- Community engagement activities
- Laboratory practice
- Clinical education
- Case-based learning
- Reflective journaling and portfolios
- Peer teaching and collaborative learning
- Field trips and community partnerships

This educational approach promotes clinical reasoning, professional growth, and readiness for contemporary occupational therapy practice.

Program Prerequisites

The following prerequisite coursework must be completed prior to admission to the OTA Program:

- ENGL 1301 - Composition I
- BIOL 2401 - Human Anatomy and Physiology I
- Mathematics Core Course
- PSYC 2301 - General Psychology
- One course from the Humanities Core (40) or Creative Arts Core (50), if needed

Students must earn a grade of C or better in all OTA professional courses to progress through the program.

Planned Course Sequence

Year One

Fall Semester (16 Weeks)

Course	Title
OTHA 1211	Occupational Performance Throughout the Lifespan
OTHA 1315	Therapeutic Use of Occupations or Activities I
OTHA 1305	Principles of Occupational Therapy
OTHA 1309	Human Structure & Function in Occupational Therapy

During the first semester, students develop foundational knowledge of occupational therapy theory, principles, terminology, human movement, task analysis, and occupational performance across the lifespan. Coursework primarily focuses on Bloom's levels of knowledge and comprehension while introducing students to professional behaviors and clinical reasoning.

Spring Semester (16 Weeks)

Course	Title
OTHA 2209	Mental Health in Occupational Therapy
OTHA 2331	Physical Function in Occupational Therapy
OTHA 2201	Pathophysiology in Occupational Therapy
OTHA 2302	Therapeutic Use of Occupations or Activities II

During the second semester, students build upon foundational concepts and apply occupational therapy principles to physical and psychosocial conditions. Learning progresses toward application and analysis as students integrate knowledge related to movement, disease processes, patient care techniques, and therapeutic interventions.

Summer Semester (8 Weeks)

Course	Title
OTHA 1260	Clinical OTA (Clinical I)

Clinical I provide students with supervised clinical and community-based learning experiences. Students begin applying classroom knowledge in practice settings while developing professional behaviors, observation skills, communication skills, and clinical reasoning.

Year Two

Fall Semester (16 Weeks)

Course	Title
OTHA 1261	Clinical OTA (Clinical II)
OTHA 1341	Occupational Performance from Birth Through Adolescence
OTHA 1253	Occupational Performance for Elders
OTHA 2235	Health Care Management in Occupational Therapy

The third semester emphasizes application, analysis, and synthesis of occupational therapy concepts. Students explore intervention strategies for pediatric and older adult populations, healthcare management, ethics, leadership, and

professional practice. Clinical II provides expanded hands-on experiences that foster independence and advanced clinical reasoning.

Spring Semester
Term A (8 Weeks)

Course	Title
OTHA 2662	Clinical in Occupational Therapy Assistant - Level II Fieldwork A

Term B (8 Weeks)

Course	Title
OTHA 2663	Clinical in Occupational Therapy Assistant - Level II Fieldwork B

Level II Fieldwork represents the culminating experience of the OTA curriculum. Students participate in full-time clinical placements under the supervision of licensed occupational therapy practitioners. During these experiences, students integrate and evaluate all knowledge, skills, and professional behaviors acquired throughout the program while developing entry-level competency in occupational therapy practice. Students assume increasing responsibility for client care, intervention planning, documentation, and professional communication.

Sequencing and Progression of Learning

The OTA curriculum follows a carefully planned sequence in which knowledge and skills build progressively from one semester to the next.

Semester One emphasizes foundational concepts, terminology, professional behaviors, occupational performance, movement analysis, and occupational therapy theory.

Semester Two expands these foundations by requiring students to apply occupational therapy concepts to physical rehabilitation, mental health, pathophysiology, therapeutic activities, and patient care techniques.

Semester Three focuses on synthesis and integration of knowledge through pediatric practice, gerontology, healthcare management, and expanded clinical experiences. Students increasingly demonstrate independence in clinical reasoning and treatment planning.

Semester Four culminates in two full-time Level II Fieldwork experiences where students demonstrate entry-level competence through direct patient care, professional documentation, ethical decision-making, implementation of interventions, and management of a client caseload.

Upon successful completion of all academic coursework and fieldwork requirements, graduates are prepared for entry-level occupational therapy assistant practice and eligibility to pursue national certification and state licensure in accordance with applicable regulations.

Certification

Graduates of the program are eligible to take a national examination to become a Certified Occupational Therapy Assistant (COTA). The National Board for Certification in Occupational Therapy, Inc. (NBCOT) administers the national certification examination and can be contacted at http://www.nbcot.org or NBCOT, ATTN: CERTIFICATION EXAMINATION, 12 South Summit Avenue, Suite 100, Gaithersburg, MD 20877-4150 or (301) 990-7979.

Licensure

Once certified, the COTA is eligible to apply to the Texas Board of Occupational Therapy Examiners (TBOTE), 333 Guadalupe, Suite 2-510, Austin, TX 78701-3942, for a license to practice in the state of Texas. TBOTE's phone number is (512) 305-6900. Website is http://www.ecptote.state.tx.us/.
A practitioner may not work without a license.

Graduation, certification, and licensure are each separate mechanisms and are the responsibility of the individual student. Occupational Therapy practitioners must have a current state license to practice in Texas.

Students with Legal Concerns

Enrollment into the Allied Health Programs by students with felony or misdemeanor convictions could result in denial of licensure or certification. These students need to complete a declaratory order process with both the Texas State Licensure Board and the National Board for Certification in Occupational Therapy to be eligible for admission into the program. Proof of eligibility for state licensure and national certification must be provided to the program director prior to application into the OTA Program.

Any prospective OTA student with convictions must contact the Executive Council of Occupational Therapy Examiners, 333 Guadalupe, Ste. 2-510, Austin, TX 78701/3942.

The prospective student needs to complete and submit a "Criminal History Evaluation Letter" to ECPTOTE. The instructions can be found at http://www.ptot.texas.gov/page/home

Applicant need to review the Candidate/Certificant Code of Conduct, Character Questions, and/or Early Determination Review information concerning the national Criminal History Evaluation criteria at: https://www.nbcot.org/exam/edr or NBCOT can be reached at 12 South Summit Avenue Suite 100 Gaithersburg, MD 20877 (301) 990-7979 Fax (301) 869-8492 Email NBCOT at info@nbcot.org

Skill Laboratory Requirements

The Skill Laboratory is an essential component of the Occupational Therapy Assistant (OTA) Program and provides students with opportunities to develop, practice, and demonstrate clinical skills in a controlled learning environment. Participation in all scheduled laboratory activities is required.

Attendance and Participation

- Students are expected to attend all scheduled skill laboratory sessions and arrive on time.
- Active participation in laboratory activities, demonstrations, simulations, and peer-learning exercises is required.
- Absences may result in missed skill instruction and could affect a student's ability to safely and competently perform required skills.

Professional Conduct

- Students must conduct themselves in a professional manner at all times.
- Respect for classmates, faculty, standardized patients, and laboratory equipment is expected.
- Confidentiality must be maintained when discussing patient scenarios, case studies, and peer performance.

Dress Code

- Students must wear attire that allows for safe participation in laboratory activities.
- Closed-toe shoes are required during all laboratory sessions.
- Laboratory activities may require students to wear program-approved attire or clothing that permits observation of body mechanics, transfers, positioning, and therapeutic techniques.

- Name badges may be required during designated laboratory activities.

Skill Competency

- Students are required to demonstrate competency in designated laboratory skills before progressing to related clinical experiences.
- Competency assessments may include practical examinations, simulations, demonstrations, return demonstrations, and skills check-offs.
- Students who do not meet competency standards may be required to participate in remediation activities and repeat skill assessments.

Safety Requirements

- Students must follow all laboratory safety procedures and faculty instructions.
- Equipment must be used only as directed and for educational purposes.
- Any injury, accident, equipment malfunction, or safety concern must be reported immediately to the instructor.
- Failure to adhere to safety procedures may result in removal from the laboratory session.

Use of Laboratory Equipment and Supplies

- Students are responsible for the proper care and handling of all laboratory equipment and materials.
- Equipment may not be removed from the laboratory without faculty approval.
- Students may be held financially responsible for damage resulting from negligence or misuse.

Recording and Photography

- Audio, video, or photographic recording of laboratory sessions is allowed for program Instagram page if authorized by the instructor.
- Any approved recordings must comply with institutional policies regarding privacy and confidentiality.

Open Lab Practice

- Open laboratory practice sessions may be available as scheduled by the program.
- Students utilizing open lab time must follow all laboratory rules and may only practice skills for which they have received instruction.
- Faculty or designated personnel supervision may be required.

Health and Physical Participation

- OTA laboratory activities often involve physical movement, transfers, positioning, lifting, and peer practice.
- Students are expected to participate as both practitioners and simulated clients unless medical or other approved accommodations have been arranged through the appropriate college office.
- Students should notify faculty of any condition that may affect safe participation in laboratory activities.

Failure to Meet Laboratory Requirements

Failure to comply with laboratory policies, safety standards, competency requirements, or professional behavior expectations may result in remediation, loss of laboratory privileges, course penalties, or other disciplinary action in accordance with college and program policies.

Successful completion of all required laboratory competencies is necessary for progression within the OTA Program and participation in Level I and Level II Fieldwork experiences.

Fieldwork Requirements

Level I Fieldwork Education

Level I Fieldwork experiences are integrated throughout the academic curriculum and provide opportunities for students to apply classroom knowledge in clinical and community-based settings. These experiences emphasize observation, participation, professional behaviors, clinical reasoning, and the application of occupational therapy concepts across diverse populations and practice settings.

Level I Fieldwork experiences occur as part of the following courses:

- OTHA 1260 Clinical OTA I: Students apply knowledge, skills, and attitudes from previous and current coursework through supervised experiences in community and clinical settings.
- OTHA 1261 Clinical OTA II: Students further integrate and apply occupational therapy knowledge through expanded fieldwork experiences that support intervention planning, implementation, and professional development.

Students are required to complete all assigned fieldwork activities, meet site expectations, and demonstrate professional conduct consistent with program and fieldwork standards.

Level II Fieldwork Education

Level II Fieldwork represents the culminating clinical experience of the OTA Program and occurs during the final semester of the curriculum. Students complete two full-time Level II Fieldwork placements:

- OTHA 2662 Clinical in Occupational Therapy Assistant – Level II Fieldwork A
- OTHA 2663 Clinical in Occupational Therapy Assistant – Level II Fieldwork B

Each Level II Fieldwork experience consists of a minimum of eight weeks of full-time supervised clinical practice. During these experiences, students progressively demonstrate entry-level occupational therapy assistant knowledge, skills, and professional behaviors while serving clients in occupational therapy practice settings.

Level II Fieldwork experiences require students to:

- Provide occupational therapy services under the supervision of qualified practitioners.
- Plan and implement interventions for assigned clients.
- Develop clinical reasoning and problem-solving skills.
- Complete documentation and professional responsibilities required by the practice setting.
- Demonstrate ethical and professional conduct.
- Integrate evidence-based practice into clinical decision-making.
- Manage an increasing client caseload consistent with entry-level OTA expectations.

Successful completion of all Level I and Level II Fieldwork requirements is mandatory for graduation and eligibility to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination.

Student Responsibilities

Students are responsible for:

- Attending all required laboratory and fieldwork experiences.
- Arranging reliable transportation to laboratory and fieldwork sites.
- Complying with all programs, college, and fieldwork site policies.
- Maintaining professional behavior, appearance, and communication standards.
- Completing any health, background check, drug screening, immunization, certification, and compliance requirements required by the program or fieldwork sites.
- Meeting all competency and performance expectations established by the OTA Program and fieldwork educators.

Because fieldwork experiences are essential components of occupational therapy education, students should plan for the time, travel, and professional commitments associated with participation in these required learning experiences.

Course Sequencing

The Occupational Therapy Assistant (OTA) Program is a cohort-based program designed with a sequential curriculum that builds knowledge, skills, and clinical reasoning from foundational concepts to entry-level occupational therapy practice. Because each course builds upon content and competencies developed in previous courses, students must progress through the curriculum in the prescribed sequence.

All OTA courses within the Department of Health Sciences must be completed in the designated order outlined in the program curriculum. OTA courses are offered only during the semester and term in which they are scheduled and may not be available at other times during the academic year.

Students are expected to successfully complete each course before progressing to subsequent OTA courses. Progression through the curriculum is based on successful completion of all prerequisite and co-requisite course requirements, achievement of required academic standards, and satisfactory completion of laboratory and fieldwork experiences.

The sequenced curriculum is intentionally designed to support the development of professional knowledge and competency. Foundational occupational therapy concepts introduced in the first semester are expanded and applied to increasingly complex populations, practice settings, and intervention approaches throughout the program. Clinical experiences are integrated into the curriculum to reinforce classroom learning and prepare students for full-time Level II Fieldwork and entry-level practice.

Students who withdrew from, fail, or are unable to complete a required OTA course should be aware that progression in the program may be delayed. Re-entry into the program is subject to program policies, course availability, and space limitations.

Due to the structured and sequential nature of the OTA curriculum, students are strongly encouraged to follow the published course sequence and work closely with OTA faculty and advisors regarding any changes that may affect their progression toward graduation.

Stair Steps to Success as an Occupational Therapy Assistant Student

Success in the Occupational Therapy Assistant (OTA) Program is built upon a step-by-step progression of knowledge, skills, and professional behaviors. Each course, laboratory experience, and fieldwork placement serves as a "stair step" that prepares students for the next level of learning and ultimately for entry-level occupational therapy assistant practice.

Step 1: Build a Strong Foundation

Complete prerequisite coursework in anatomy and physiology, psychology, communication, mathematics, and the humanities. These courses provide the academic foundation necessary for understanding occupational therapy concepts and clinical practice.

Step 2: Learn the Fundamentals of Occupational Therapy

Develop a foundational understanding of occupational therapy principles, occupational performance across the lifespan, therapeutic use of occupations, activity analysis, human movement, and professional behaviors. Students begin learning the language and core concepts of the profession.

Step 3: Apply Knowledge to Clinical Practice

Build clinical reasoning skills through the study of physical dysfunction, mental health conditions, pathophysiology, and therapeutic intervention techniques. Students begin applying occupational therapy concepts to client care through laboratories, simulations, case studies, and experiential learning activities.

Step 4: Engage in Clinical and Community Experiences

Participate in Level I Fieldwork experiences and community-based learning opportunities that reinforce classroom knowledge. Students develop professional behaviors, communication skills, and an understanding of diverse practice settings while interacting with clients and professionals.

Step 5: Expand Knowledge Across the Lifespan

Apply occupational therapy principles to specialized populations, including children, adolescents, older adults, and individuals with complex physical and psychosocial needs. Students strengthen their ability to analyze occupational performance and develop client-centered intervention plans.

Step 6: Integrate and Synthesize Learning

Combine knowledge from all previous coursework to solve complex clinical problems. Through advanced coursework, laboratories, fieldwork, and evidence-based practice assignments, students demonstrate clinical reasoning, professionalism, leadership, and ethical decision-making.

Step 7: Prepare for Entry-Level Practice

During Level II Fieldwork experiences, students transition from learners to entry-level practitioners. Under supervision, students provide occupational therapy services, manage client caseloads, complete documentation, and demonstrate the knowledge, skills, and attitudes expected of a competent occupational therapy assistant.

Step 8: Commit to Lifelong Learning and Professional Growth

Graduation is not the final step, but the beginning of a professional career. Successful occupational therapy assistants embrace lifelong learning, maintain ethical practice standards, engage in professional development, advocate for clients, and contribute to the advancement of the occupational therapy profession.

Keys to Success

Students who are most successful in the OTA Program consistently:

- Attend and actively participate in all classes, laboratories, and fieldwork experiences.
- Demonstrate professionalism, responsibility, and ethical behavior.
- Practice effective communication and teamwork.
- Seek feedback and use it to improve performance.
- Utilize evidence-based practice and critical thinking skills.
- Engage in self-reflection and continuous improvement.
- Maintain balance between academic, personal, and professional responsibilities.
- Embrace opportunities for leadership, service, and involvement in the occupational therapy community.

Remember: Every course, lab, assignment, and fieldwork experience is a stair step toward becoming a competent, compassionate, and client-centered Occupational Therapy Assistant.

Program and College Grading Systems

Occupational Therapy Assistant (OTA) Program Grading System

The Occupational Therapy Assistant (OTA) Program maintains rigorous academic standards to ensure students develop the knowledge, skills, and professional competencies required for safe and effective practice.

Students must earn a minimum grade of "C" (77%) or higher in every course within the OTA curriculum to progress through and complete the program. This requirement applies to all OTA courses, prerequisite courses, and general education courses included in the degree plan.

The OTA Program grading scale is as follows:

Grade	Percentage Range	Grade Points
A	93–100	4 points per semester hour
B	85–92	3 points per semester hour
C	77–84	2 points per semester hour
D	70–76	1 point per semester hour
F	Below 70	0 points per semester hour

Students are encouraged to monitor their academic performance throughout each semester and seek assistance promptly when difficulties arise. Faculty members are available to discuss study strategies, academic progress, examination performance, and available support resources. Students share responsibility for their academic success and are expected to communicate proactively with instructors regarding academic concerns.

Credit for Transferring Coursework from another Institution

General Education Coursework

Students seeking credit for prior general education coursework must submit an official transcript to the St. Philip's College Admissions Office. The curriculum, advising, and program planning specialist will evaluate transcripts and determine course equivalences in accordance with state-regulated standards for non-OTA coursework. When needed, the specialist may consult with a counselor or academic advisor to support the evaluation process.

Occupational Therapy Assistant Coursework

Transfer credit is **not** granted for Occupational Therapy Assistant (OTA) coursework completed at other institutions.

Credit for Advanced Placement

Students requesting credit for advanced placement for general education courses will need to contact the St. Philip's College Admissions office. There is no advanced placement credit for Occupational Therapy Assistant courses.

Credit for Work Experience or Experiential Learning

There is no credit given for Occupational Therapy Assistant courses based on work experience.

Occupational Therapy Assistant Program Essential Physical and Mental Abilities Requirements

The following are technical standards and essential job functions for every Occupational Therapy Assistant, as compiled from observations of a wide variety of job experiences for the performance of common safe therapeutic functions. Students accepted into the Occupational Therapy Assistant Program at St. Philip's College should exhibit or demonstrate the following essential skills for completion of the program and success in the profession of Occupational Therapy. These technical standards must be met and maintained throughout the length of the Program.

Occupational therapy assistants deal with a wide variety of activities and persons with mental, developmental and/or physical dysfunctions. The student in the OTA program will be required to meet the demands listed below for physical, mental, communication, behavior and professional conduct and appearance essential job functions.

The students who cannot meet these demands may not be successful candidates for job placement in the workforce as an occupational therapy assistant. Students must be able to meet the essential functions of the program with or without accommodation under section 504 or the Rehabilitation Act or the ADA.

Physical and Mental Requirements

- Sufficient hearing to communicate with patients, families, and other members of the health care team and to monitor patients by hearing instrument signals and alarms
- Sufficient smell to assess patient status and maintain a safe practice environment
- Sufficient fine touch discrimination to palpate pathologic changes in soft tissue
- Sufficient fine and gross motor coordination to manipulate/operate equipment controls and to perform treatment/assessment techniques including, but not limited to activities of daily living, neuromuscular re-education, goniometry, and manual muscle testing
- Satisfactory physical strength and agility to transport, move or lift patients requiring all levels of assistance and to perform prolonged periods of standing, walking, sitting, bending, crawling, reaching, pushing, and pulling
- Sufficient computer competency with ability to utilize Microsoft Word and PowerPoint, basic email, and the internet
- Satisfactory intellectual, emotional, and interpersonal skills to ensure patient safety and to exercise independent judgment and discretion in the performance of assigned responsibilities
- Sufficient eyesight to read paper or computer-generated medical records; read instrument panels and gauges; monitor patients for adverse reactions to treatment; adjust assistive devices; and make visual observations regarding functional abilities such as activities of daily living, home management skills, and social interaction

Communication Skills

- Satisfactory verbal, reading, and writing skills to effectively and promptly communicate in English
- Satisfactory ability to follow verbal and written instructions to correctly and independently perform treatment procedures
- Satisfactory intellectual, emotional, and interpersonal skills to interact with patients, families, and other health care workers
- Satisfactory ability to give demonstrations or presentations to classmates, faculty, other health care workers, or at professional association meetings
- Satisfactory ability to independently prepare papers and reports, as well as take written, computerized, or practical examinations
- Satisfactory ability to ask and respond to formal and informal questions with confidence at an appropriate professional level
- Satisfactory ability to use correct grammar and spelling as well as the appropriate level of formality
- Satisfactory ability to demonstrate critical thinking skills to solve problems, make decisions, plan, organize, and follow through
- Satisfactory ability to utilize memory to enhance performance, critical thinking, and planning
- Satisfactory ability to locate information using reference manuals and computer databases
- Satisfactory ability to use appropriate mathematical concepts to determine standardized tests scores and understand research statistics in literature

Behavior

- Be honest, compassionate, reliable, ethical, and responsible
- Accept and act on constructive criticism, critically evaluate self-performance, recognize and correct mistakes
- Exercise independent judgment and accept responsibility for own work
- Organize and prioritize work, performing multiple tasks within given time constraints and under stressful conditions while maintaining the ability to communicate clearly
- Possess the emotional health necessary to effectively exercise judgment and intellect under stressful conditions
- Be able to provide professional and technical services while under the stress of task related uncertainty, emergency demands, and a distracting environment
- Be flexible and adapt to professional, technical, and academic changes
- Recognize potentially hazardous situations, materials, and equipment and proceed in a manner that will protect the patient, self, and others
- Recognize emergency situations and respond appropriately
- Adapt to performing unpleasant procedures and working the physical illness and traumatic situations
- Support and promote the activities of fellow students and health care professions in order to further a team approach to learning, task completion, problem solving, and patient care

Sufficient motor ability, agility, and strength required

- Frequently execute safe and effective transfers of adults and children, more than 100 pounds
- Treat clients in daily meaningful activities, cardiopulmonary resuscitation, and emergencies, including but not limited to: balancing, stooping, kneeling, crouching, crawling, reaching or climbing
- Grasp and manipulate various sizes of equipment needed for therapeutic interventions, splinting, or data entry
- Administer a variety of massages and other manual therapies

Professional Conduct and Appearance

- Maintain good health and self-care to present a well-groomed, neat appearance
- Maintain patient confidentiality and exercise ethical judgment, dependability, and accountability
- Demonstrate self-respect and respect for others
- Display attitudes of tolerance and integrity
- Display professional attributes, including punctuality, professional demeanor, and cooperation
- Adhere to institutional and program policies and procedures as documented in student handbooks
- Act in a manner that demonstrates awareness that a legal and binding contract exists between the academic program and the clinical site
- Emotional health and stability to complete complex patient care responsibilities within an allotted time
- Tolerate taxing academic and clinic workloads
- Effectively interact with diverse populations and personalities individually and in group settings
- Work in close physical contact with others
- Demonstrate professional appearance and behaviors in the virtual environment

Occupational Therapy Assistant Program Professional Standards

Students enrolled in the Occupational Therapy Assistant program- hybrid track is expected to:

1. Use their own knowledge and skill to complete examinations.
2. Use their own knowledge to write papers or compile research presentations. If a quote or portion of another person's work is issued, proper recognition must be given.
3. Respect the opinion of instructors and other learners. Students will refrain from making statements that insult, slur, or degrade instructors, other health professionals, or students. (This ethics statement does not infringe upon a student's right to raise questions and request clarification but does modify the manner in which the question is presented.)
4. Respect the limited resources of textbooks, library books, reprints, and journals.
5. Assist in maintaining equipment in good working order. Students will refrain from misusing equipment.
6. Assist in maintaining class and laboratory rooms in good order. Students are expected to clean up after they have finished working in a particular area of the department.
7. Respect other students' projects. Handling, stealing, altering, defacing, or otherwise harming another student's work, especially in a manner which might cause the project to receive a lower grade, will not be tolerated.
8. Observe all policies and procedures established by the OTA program and all clinical facilities.
9. Respect the confidentiality of patient information regardless of source (patient, therapist, records, charts, etc.) Information in which any part of the patient's name (or any identifying aspect of the patient) shall not be repeated outside the classroom, clinic, or facility.
10. Work in cooperation with and demonstrate respect for other health care team members.
11. Protect the property and property rights of the program, clinic and patient. Students will not remove or borrow property without permission and shall not damage or misuse property.
12. Perform only those therapeutic procedures in which they are competent and for which they have been successfully educated. Students must always consult with the clinical instructor if in doubt regarding a procedure or treatment. Failure to abide by this Code will result in dismissal from the program.

Student Code of Conduct

The College acknowledges the importance of an environment that is conducive to learning. The Student Conduct Code and Judicial System serve to provide such an atmosphere that is conducive to education growth and civility which fosters

and protects the mission of the College. College Procedures on Student Conduct: Student Conduct Code and Student Judicial System, and Student Judicial System.

The St. Philip's College Student Conduct Code applies to conduct that occurs on college premises, at college sponsored activities, or to any conduct that adversely impacts or reflects on any member of the College community and/or the pursuit of the College's mission, vision, or values. Each student is responsible for his/her conduct, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment.

Any student found to have committed or to have attempted to commit any of the misconduct listed on the Student Conduct Code, or who violates any federal, state, local, or other applicable law any College policy, procedure, directive, or other requirement (including without limitation requirements set forth in the Student Handbook) published in hard copy or available electronically is subject to the disciplinary sanctions outlined in the Alamo Colleges District/St. Philip's College. For programs that may require following a career-related code of ethics or may have students follow additional requirements as imposed by a clinical site, the program will review possible violations and will consult with the Dean of Student Affairs to determine if they fall within the violations established in the Student Conduct Code.

Ethics

The *2025 Occupational Therapy Code of Ethics* (the Code) of the American Occupational Therapy Association (AOTA) reflects the dynamic and inclusive nature of the occupational therapy profession, the evolving health care landscape, and the impact of emerging technologies that may present ethical considerations in practice, research, education, and policy. AOTA members are dedicated to fostering inclusion, equity, participation, safety, and well-being for all individuals, across diverse identities, abilities, and life circumstances. AOTA members are committed to empowering every person, group, family, organization, community, or population they serve to help them achieve their occupational goals and meet their unique needs.

The Occupational Therapy Assistant Program at St. Philip's College fully adheres to the AOTA Code of Ethics. This policy applies to all students, faculty, and staff associated with the program.

The complete AOTA Code of Ethics can be accessed online at:
🌐 www.aota.org

Safety and Health Information

Safety

Safety is a shared responsibility among students, faculty, staff, and the College. The Occupational Therapy Assistant (OTA) Program is committed to maintaining a safe learning environment in classrooms, laboratories, fieldwork sites, and all program-related activities.
During the first laboratory session, students will receive an orientation to laboratory safety procedures, including the location of fire extinguishers, fire alarms, emergency exits, and emergency response protocols. Safety information and emergency contact numbers are posted throughout instructional areas.

Students may practice occupational therapy skills and procedures in the laboratory only with faculty approval and in accordance with established laboratory policies.

Laboratory Safety Requirements

All students using OTA laboratory facilities are expected to:

1. Maintain a safe environment by identifying potential hazards and taking appropriate action to prevent injury.
2. Handle laboratory equipment with care and seek assistance when unable to safely operate or move equipment independently.
3. Use proper body mechanics when transferring, lifting, moving equipment, and practicing occupational therapy interventions.
4. Follow all precautions, contraindications, and manufacturer guidelines when using modality or therapeutic equipment.
5. Practice proper hand hygiene by washing hands with soap and water or using an approved alcohol-based hand sanitizer before and after patient simulations, laboratory activities, and equipment use.
6. Practice appropriate respiratory hygiene by covering the mouth and nose when coughing or sneezing and following current infection-control guidelines.
7. Use only equipment and procedures for which appropriate instruction has been provided and sanitize equipment after use.
8. Disconnect electrical equipment after use.
9. Keep laboratory areas clean, organized, and free from unnecessary hazards.
10. Obtain faculty approval before using laboratory facilities or equipment outside of regularly scheduled class hours.
11. Ensure laboratory doors are secured, lights are turned off, and the area is left in proper condition when exiting.

Failure to follow laboratory safety requirements may result in disciplinary action and restriction of laboratory access.

Emergency Procedures

Medical Emergencies

In the event of a medical emergency on campus, immediately call:

Alamo Colleges Police Department:
210-222-0911

Students should also notify the nearest faculty member or college employee as soon as possible.

Fire Emergency Procedures

In the event of a fire, students should follow the RACE emergency response procedure:

- Rescue anyone in immediate danger if it is safe to do so.
- Alarm by activating the fire alarm and calling emergency personnel.
- Contain the fire by closing doors and limiting the spread of smoke and flames.
- Evacuate the building using the nearest safe exit.

When using a fire extinguisher, remember the PASS technique:

- Pull the safety pin.
- Aim at the base of the fire.
- Squeeze the handle.
- Sweep from side to side.

Students should become familiar with the locations of fire extinguishers, alarms, and emergency exits during program orientation.

Building Evacuation

When evacuation is required:

- Exit the building promptly and calmly using the nearest designated emergency exit.
- Do not use elevators during a fire emergency.
- Proceed directly to the designated assembly area.
- Remain with your class group for accountability.

For OTA classes located in the Center for Health Professions (CHP), the designated evacuation location is the Faculty Parking Lot, where faculty will conduct a roll call to ensure all students have safely exited the building.

Pregnancy Policy

Students who become pregnant while enrolled in the OTA Program are encouraged to notify the Program Director and/or Academic Fieldwork Coordinator so that appropriate accommodation and support can be explored when needed.

Pregnancy-related disclosures are voluntary; however, communication with program faculty may assist in planning for academic and clinical success.

Students should be aware that some clinical environments may involve exposure to potential risks, including:

- Patient lifting and transfers
- Hazardous chemicals
- Radiation exposure (X-rays)
- Therapeutic modalities such as diathermy

The Academic Fieldwork Coordinator will make reasonable efforts to provide safe and appropriate clinical learning experiences while ensuring students meet all required educational and clinical competencies.

Students who are unable to continue coursework or clinical assignments due to pregnancy-related circumstances may follow the College and program withdrawal procedures outlined in this handbook.

Hospitalization and Medical Clearance

Students who experience hospitalization, surgery, injury, or a significant medical condition that affects their ability to fully participate in classroom, laboratory, or fieldwork activities must provide written medical clearance from a licensed healthcare provider before returning to program activities.

The medical release must verify that the student is capable of safely participating in all required academic, laboratory, and clinical responsibilities without restriction or identify any approved accommodations.
The Program Director may request additional documentation when necessary to ensure student and patient safety.

Sharps and Exposure Protocol

The St. Philip's College Allied Health Department is committed to protecting students who may experience exposure to bloodborne pathogens or potentially infectious materials during educational activities.

An exposure incident includes, but is not limited to:

- Needle sticks
- Cuts from contaminated sharp objects
- Exposure to blood or bodily fluids through broken skin
- Exposure through the eyes, nose, or mouth

Students experiencing an exposure incident must immediately report the event to their clinical supervisor and faculty member and follow the established Sharps and Exposure Protocol.

Appropriate follow-up may include:

- Immediate medical evaluation
- Counseling
- Preventive treatment when indicated
- Baseline laboratory testing
- Follow-up medical monitoring

Students should refer to the Allied Health Department Sharps Exposure Protocol for detailed instructions regarding reporting and treatment procedures.

Incident Reporting

An incident is any event involving a patient, visitor, employee, or student that is unexpected, unusual, inconsistent with normal procedures, or has the potential to cause injury, harm, or property damage.

Examples may include:

- Patient injury
- Student injury
- Equipment malfunction
- Falls or near-falls
- Safety concerns
- Medication or treatment errors observed during clinical experiences

When an incident occurs during a clinical experience, students must:

1. Immediately notify the appropriate clinical supervisor and faculty member.
2. Follow the incident-reporting procedures of the clinical facility.
3. Complete any required facility documentation.
4. Complete the St. Philip's College Allied Health Department Student Clinical Incident/Injury Form.

Students should make every effort to complete all required written reports within 24 hours of the incident to ensure timely documentation, proper follow-up, and appropriate support.

Prompt and accurate reporting of incidents is an essential component of professional responsibility and contributes to the safety of patients, students, faculty, and clinical partners.

Student Requirements

Initial Student Responsibilities

Upon acceptance into the Occupational Therapy Assistant Program, students must complete the following requirements:

- Declare the Occupational Therapy Assistant Associate of Applied Science as their official degree program with the Records and Registration Office (Degree Code 2543).
- Obtain and maintain a current St. Philip’s College student identification card.

- Ensure that a current student identification photograph is on file with Records and Registration. Student identification photographs may be used to create clinical identification badges required by affiliated fieldwork sites.

Failure to maintain required student records may delay participation in program and clinical activities.

Criminal Background Check and Drug Screening

Prior to beginning the Occupational Therapy Assistant Program, all students must successfully complete a criminal background check (CBC) and drug screening at their own expense. These requirements must be satisfied before the first semester of the program.

The Program Director or Academic Fieldwork Coordinator will provide instructions and required documentation for completing these requirements. Results are submitted through designated channels and maintained in a confidential manner according to institutional policies.

Students should be aware that:

- Participation in clinical education experiences may be dependent upon satisfactory criminal background and drug screening results.
- Clinical facilities, fieldwork educators, or OTA faculty may require additional random drug screenings at any time during the program.
- Students are responsible for all costs associated with required screenings.
- Falsification of application materials or screening documentation may result in immediate dismissal from the program and may eliminate eligibility for future readmission.

Because clinical partners establish their own participation requirements, criminal history or positive drug screening may affect a student's ability to complete required fieldwork experiences and graduate from the program.

Immunization Requirements

All students admitted to the Occupational Therapy Assistant Program must provide documentation of required immunizations before participating in clinical and fieldwork experiences. These requirements are established by state regulations and affiliated healthcare facilities.

Documentation must be provided by a licensed healthcare provider and maintained in the student's program file. Students are responsible for maintaining current records throughout enrollment in the program.

Required immunizations and health screenings include:

Tetanus/Diphtheria (Td or Tdap)

- One dose within the previous ten years.

Measles, Mumps, and Rubella (MMR)

- Two doses of MMR vaccine or acceptable evidence of immunity.

Measles

- Students born on or after January 1, 1957, must provide evidence of two doses of measles-containing vaccine administered after January 1, 1968, or proof of immunity.

Mumps

- Students born on or after January 1, 1957, must provide evidence of one dose of mumps vaccine or proof of immunity.

Rubella

- One dose of rubella vaccine or proof of immunity.

Tuberculosis Screening (TB)

- A Mantoux/PPD skin test completed within one year before clinical placement.
- Annual renewal is required, or more frequently if required by a clinical site.
- Students with a positive PPD result must provide documentation of a chest X-ray and any required follow-up.

Hepatitis B

- Completion of the three-dose vaccine series.
- Students vaccinated more than ten years ago may be required to provide evidence of immunity or obtain a booster vaccination.

Varicella (Chickenpox)

- Two doses of varicella vaccine, proof of immunity, or documentation from a physician verifying a history of the disease.

Meningococcal Vaccine

- Required for students under 22 years of age in accordance with state requirements.

Additional Clinical Site Requirements

- Clinical affiliates may require additional immunizations or health screenings, including COVID-19 vaccination or other requirements established by the facility.

Students who fail to maintain required immunization compliance may be prohibited from participating in clinical experiences, which may delay progression in the program.

Cardiopulmonary Resuscitation (CPR) Certification

All students must maintain current Basic Life Support (BLS) certification through the American Heart Association (AHA) throughout enrollment in the OTA Program.

The certification must:

- Be issued by the American Heart Association.
- Include infant, child, and adult CPR.
- Be designated for BLS Providers.
- Remain current throughout all academic and clinical experiences.

The following certifications do not meet program requirements:

- AHA Heartsaver courses
- Babysitting CPR courses
- Online-only certification courses that do not include an in-person skills assessment

Students without current and valid CPR certification will not be permitted to participate in clinical assignments or fieldwork activities.

Health Insurance

All Occupational Therapy Assistant students are required to maintain personal health insurance coverage throughout the duration of the program.

Health insurance coverage may be obtained through:

- Employer-sponsored plans
- Family or dependent coverage
- Medicaid
- Qualified plans available through the federal health insurance marketplace

- Other approved insurance providers

Students are responsible for any healthcare expenses incurred while enrolled in the program. Clinical agencies may require proof of health insurance coverage prior to allowing participation in fieldwork experiences.
Failure to maintain health insurance coverage may affect a student's eligibility to participate in required clinical activities.

Transportation
Students are responsible for securing reliable transportation to and from all program-related activities, including:

- Classroom and laboratory sessions
- Community-based learning experiences
- Clinical and fieldwork sites
- Program-sponsored events
- Field trips and educational activities

Clinical and fieldwork placements may be located throughout the greater service area and may require travel beyond the student's home campus. Transportation costs, parking fees, tolls, and related expenses are the responsibility of the student.

Reliable transportation is considered an essential requirement for successful participation in the Occupational Therapy Assistant Program.

Professional Behavior

Students are expected to consistently demonstrate professional conduct reflective of standards in the healthcare environment. This includes adherence to the Ethical Standards of the Occupational Therapy Assistant, punctuality, regular attendance, personal accountability, preparedness for learning, care of facility resources, and respectful, appropriate communication with peers, faculty, and clinical staff.

Basics for Student Success in the Program

- Students are expected to read and regularly refer to both the OTA Program Handbook and the St. Philip's College Catalogue. These manuals describe important school and program policies and procedures.
- Students are expected to attend all scheduled class sessions and remain in the class for the entire session. The only excuse for missing class is illness or family emergency. It is expected that students will notify the instructor in advance regarding a pending absence. Class attendance and participation may contribute to the final grade in each course.
- Students are expected to prepare for each class by reviewing notes, completing all readings/assignments, and proofread work before turning the assignment into the instructor.
- Text messaging, e-mailing, web-surfing, and using Facebook or other social media outlets are NOT allowed during class time.
- Students are expected to engage in classroom discussions and lab activities. Limit extra conversations between class members.
- Students are expected to organize materials from each class and maintain/regularly update a calendar including due dates for assignments, meetings, fieldwork obligations, and appointments with faculty.
- Students are expected to respond to faculty email within 48 hours during the regular semester.
- Students are expected to discuss any issue of concern directly with the course instructor first, followed by the OTA Program Director.
- Students are expected to maintain a clean and organized classrooms/laboratory environment.

Attendance

Attendance is essential to success in the Occupational Therapy Assistant (OTA) Program. Each course syllabus details specific attendance requirements and procedures for requesting excused absences. Regular and punctual participation in all classes, labs, and Level I and II fieldwork experiences is critical for developing the clinical competence and professional readiness required for licensure.

Students are expected to attend all scheduled activities, arrive on time, and stay for the full session. Consistent engagement fosters both academic achievement and professional behavior.

Absences due to illness, medical emergencies, or the death of an immediate family member require appropriate documentation submitted to OTA faculty for consideration of excused status or make-up work.

Absences

Attendance is recorded beginning with the first scheduled class session. Consistent and punctual attendance in all lectures, labs, and clinical experiences is essential to academic success and professional development in the Occupational Therapy Assistant (OTA) Program. Students must communicate directly with the course instructor regarding any absence, regardless of the reason.

Tardiness and early departures are considered forms of absenteeism and will be documented as such. Students are responsible for all missed material and must complete assignments on time. If an absence is anticipated, homework should be submitted via Canvas before the due date.

Absences are considered excessive when they exceed 12.5% of the total contact hours for a course, including lecture, lab, and clinical time.

Students are responsible for officially withdrawing from a course if non-attendance becomes necessary. They must notify the course instructor and the college registrar and may be required to meet with an academic advisor. Failure to complete the official withdrawal process may result in a failing grade. A Withdrawal Form must be submitted to the Admissions and Records Office. Students who withdraw before the published final withdrawal date may be eligible for a tuition and fee refund.

Excused Absences are considered *excused* when accompanied by official documentation (e.g., doctor's note, police report, court summons) and include the following:

- Personal illness or family emergencies
- Bereavement (in accordance with Parker guidelines)
- Inclement weather (official school closure)
- Civic or military duty
- Mandatory religious observances
- Other circumstances deemed acceptable by the OTA Program Director

Unexcused Absences will be classified as *unexcused* for the following reasons:

- Vacations
- Personal appointments or work obligations
- Failure to notify the instructor or Program Director
- Any reason not listed under "Excused Absences"

Attendance Grade Impact

Attendance is a component of the course grade. Each **unexcused absence** will result in the loss of **one point** from the student's attendance grade.

Students who are absent without an approved excuse may not be permitted to make up missed learning activities, including but not limited to:

- Laboratory activities
- Skills demonstrations
- Group activities
- In-class assignments
- Other experiential learning activities

Absence Notification Procedure

Students who are unable to attend class, laboratory sessions, or other required program activities must notify the instructor of record as soon as possible and, whenever feasible, prior to the scheduled class or laboratory session. Notifications must be submitted via **Canvas email** and should include the reason for the absence and, when applicable, supporting documentation.

Failure to provide timely notification may result in the absence being classified as unexcused.

Tardiness and Early Departure

Punctuality is an important professional behavior and is expected in all classroom, laboratory, and fieldwork settings.

An absence may be recorded when a student misses a significant portion of a class due to late arrival, early departure, or a combination of both. For attendance purposes, an absence is defined as:

- Missing more than **15 minutes** of a 50-minute class session; or
- Missing more than **30 minutes** of a two-hour class session.

Repeated tardiness or early departures may negatively affect a student's attendance record and professional behavior evaluation.

Program Dismissal Due to Excessive Absences

Students are expected to remain within the maximum allowable absences established for each course. A student may be withdrawn from the OTA Program upon the first absence that exceeds the allowable absence limit for a course. When this occurs, the instructor will assign a grade of **"W" (Withdraw)** due to lack of progress, in accordance with program and college policies.

Holiday and Clinical Schedule Policy

The OTA Program observes all official college holidays as designated by the college academic calendar.
Students participating in clinical or fieldwork experiences should be aware that clinical facilities may operate on schedules that differ from the college calendar. When assigned to a clinical site, students are required to follow the schedule and attendance expectations established by the fieldwork facility, including holidays, closures, and operating hours.

Professional Responsibility

Attendance, punctuality, and communication are essential professional behaviors expected of all OTA students. Consistent attendance supports student learning, successful completion of laboratory and fieldwork requirements, and preparation for entry-level occupational therapy assistant practice. Students are encouraged to plan personal, work, and family commitments in a manner that allows full participation in all program requirements.

Technology Readiness

- Maintain reliable access to a computer, internet connection, webcam, microphone, and other technology required for successful participation in online coursework.
- Demonstrate proficiency with Canvas and other technology platforms designated by the college or OTA program.

- Maintain required software, applications, and equipment in working condition and seek technical assistance when needed.
- Complete required technology orientation or training prior to participation in online coursework.
- Develop a plan for maintaining academic progress when personal technology or internet access is temporarily unavailable.

Laboratory and Skills Requirements

- Attend and actively participate in all required laboratory and skills-based learning experiences.
- Arrive prepared with required textbooks, equipment, supplies, and appropriate professional attire.
- Demonstrate safe and competent performance of occupational therapy skills in accordance with course expectations and program standards.
- Successfully complete required practical examinations, competency assessments, and laboratory assignments.
- Follow all safety procedures, infection-control practices, equipment-use guidelines, and faculty instructions.
- Demonstrate professional conduct, communication, collaboration, and ethical behavior during laboratory activities.

Fieldwork Responsibilities

- Complete all Level I and Level II fieldwork experiences as assigned by the program and in accordance with program, college, fieldwork site, and accreditation requirements.
- Maintain required attendance, professional behavior, documentation, and communication throughout fieldwork.
- Meet all fieldwork prerequisites and health, safety, background, drug screening, immunization, CPR, or other requirements established by the college, program, and assigned fieldwork site.
- Communicate promptly with the academic fieldwork coordinator, faculty, and fieldwork educator regarding concerns or circumstances that may affect successful completion of fieldwork.
- Demonstrate professional behaviors and competencies expected of an entry-level OTA student throughout all fieldwork experiences.
- Understand that successful completion of fieldwork is required for progression through the program and graduation.

Professional Accountability

- Take responsibility for meeting all academic, clinical, technological, and professional expectations of the OTA Hybrid Program.
- Demonstrate effective time management and balance online coursework with required laboratory, fieldwork, and other program responsibilities.
- Maintain confidentiality and comply with HIPAA and other applicable privacy requirements.
- Demonstrate respect, professionalism, cultural humility, ethical behavior, and effective communication with faculty, staff, peers, clients, fieldwork educators, and other healthcare professionals.
- Seek assistance early when academic, technological, or personal circumstances may interfere with successful completion of program requirements.

Students participating in the hybrid delivery model are held to the same academic, professional, laboratory, fieldwork, and competency standards as students enrolled in the face-to-face OTA program. The hybrid format provides flexibility in course delivery; however, it does not reduce or eliminate any required program outcomes, learning activities, attendance requirements, or professional expectations.

Records of Attendance

The Occupational Therapy Assistant (OTA) Program maintains attendance records for all classes, laboratory sessions, and fieldwork experiences. Attendance records serve as official documentation of student participation and are used to support academic evaluation, program compliance, student progress monitoring, and administrative decision-making.

Students are responsible for monitoring their attendance and complying with all program attendance requirements. Accurate attendance records help ensure that students meet course objectives, laboratory competencies, and fieldwork expectations necessary for progression within the program.

Instructor Absence

In the event that an instructor is unable to attend a scheduled class, laboratory session, or instructional activity, students will be notified as soon as possible. Depending on the circumstances, the class may be:

- Conducted by a qualified substitute instructor,
- Rescheduled to a later date, or
- Canceled at the discretion of the program and department.

Notifications regarding instructor absences and any related schedule changes will be communicated through official college communication methods, such as Canvas announcements, college email, or other approved program communication platforms.

Students are expected to regularly monitor their college email and Canvas course notifications to remain informed of any schedule updates or instructional changes.

Academic Policies and Procedures

Instructional Methods and Materials

The Occupational Therapy Assistant (OTA) Program utilizes a variety of instructional methods designed to promote active learning, critical thinking, clinical reasoning, and professional development. Instruction is delivered through lectures, class discussions, demonstrations, laboratory experiences, and experiential learning activities that support a variety of learning styles.

Instructional materials and teaching methods may include:

- PowerPoint presentations
- Whiteboards, models, and visual aids
- Educational videos and multimedia resources
- Required textbooks and supplemental reference materials
- Hands-on laboratory and experiential learning activities
- Role-playing scenarios and simulation exercises
- Small-group and collaborative learning activities

Depending on course objectives, students may complete assignments independently, in pairs, or as members of a group. Many laboratory and classroom activities require active participation and demonstration of technical and professional skills.

Students are expected to arrive prepared for every class session by bringing required materials, including textbooks, note-taking supplies, and any resources identified by the instructor. Active participation in learning activities, discussions, demonstrations, and laboratory experiences is an essential component of success in the OTA Program.

Course materials, announcements, and other instructional resources may be distributed through the Alamo Colleges Canvas Learning Management System. Students are responsible for regularly accessing Canvas, downloading required materials, and bringing any assigned resources to class as directed by faculty.

Student Examinations

Students are expected to complete all examinations at the scheduled date and time established by the course instructor. Adherence to examination schedules is a professional responsibility and an essential component of academic success.

In the event of illness or a personal emergency involving an immediate family member, the student must notify the instructor by email prior to the start of the examination. Although initial communication may occur through text message or the Remind application, an official email is required for documentation purposes.

Failure to communicate with the instructor in a timely manner may result in forfeiture of the opportunity to complete a make-up examination.

Make-Up Examinations

Make-up examinations are not guaranteed and are granted solely at the discretion of the course instructor.

Students requesting a make-up examination must follow the procedures outlined in the course syllabus and communicate with the instructor as soon as possible regarding their circumstances. Eligibility, scheduling, and examination requirements are determined according to individual course policies.

Failure to comply with examination policies or communication expectations may result in denial of a make-up examination request.

Late Work

Late assignments may be accepted at the discretion of the course instructor and may be subject to grade reductions, alternative deadlines, or other consequences as outlined in the course syllabus.

Students are responsible for understanding and adhering to the late work policy for each course. Students experiencing circumstances that may impact timely completion of assignments should communicate proactively with their instructor.

Scholastic Dishonesty and Academic Integrity

The Occupational Therapy Assistant Program is committed to maintaining the highest standards of academic integrity and professional conduct. In accordance with the Student Code of Conduct, scholastic dishonesty in any form is strictly prohibited.

Scholastic dishonesty includes, but is not limited to:

- Cheating during examinations or assessments

- Plagiarism, including failure to properly cite sources
- Collusion or unauthorized collaboration on individual assignments
- Submission of work completed by another individual
- Use of unauthorized materials or devices during examinations
- Inappropriate or unauthorized use of Artificial Intelligence (AI) technologies

Examples of academic dishonesty include:

- Copying another student's work during an examination
- Using notes, textbooks, electronic devices, or unauthorized materials during assessments
- Utilizing cell phones, smartwatches, messaging applications, or other prohibited technology during testing
- Copying material from published or unpublished sources without proper citation
- Submitting another person’s work as one’s own
- Collaborating on assignments designated as independent work
- Submitting work generated wholly or partially by AI tools without instructor approval or appropriate acknowledgment

Students are expected to demonstrate honesty, integrity, and ethical behavior in all academic, laboratory, and clinical settings.

Policy on Artificial Intelligence (AI)

The Hybrid Occupational Therapy Assistant Program recognizes that Artificial Intelligence (AI) tools may serve as valuable educational resources when used appropriately and ethically.

Students may use approved AI tools for activities such as:

- Brainstorming ideas
- Clarifying concepts
- Studying course material
- Improving writing mechanics and organization

AI technologies may not replace independent learning, critical thinking, clinical reasoning, professional judgment, or demonstration of competency. Students remain fully responsible for the accuracy, originality, and integrity of all submitted work.

When required by the instructor, students must disclose and appropriately acknowledge AI-assisted work. Students are expected to verify all AI-generated information before incorporating it into assignments or coursework.

Unauthorized or inappropriate use of AI may be considered a violation of academic integrity and may result in disciplinary action.

Enforcement of Academic Integrity Standards

Students found responsible for scholastic dishonesty will be subject to disciplinary action in accordance with college policies and procedures.

Possible sanctions may include:

- A grade of zero on the assignment or examination
- Failure of the course
- Removal from clinical or fieldwork placements
- Suspension from the program
- Dismissal from the program

Students with questions regarding academic integrity expectations are encouraged to consult their course instructor or the Program Director before submitting coursework.

Academic Performance and Pass/Fail Policy

Students whose academic performance indicates a risk of earning a grade of "D" or "F" will be formally notified of unsatisfactory progress.

When concerns arise regarding a student's performance, the course instructor and Program Director may initiate an academic performance review process. This process includes completion of the Programs Advising Form, which documents identified concerns, recommended interventions, and strategies for improvement.

The instructor and student will meet to review the consultation form and develop an action plan. Both parties will sign the document. The student's signature acknowledges receipt and discussion of the information and does not necessarily indicate agreement with the contents. Students may provide written comments or responses for inclusion in the record.

Completed consultation forms will be maintained as part of the student's program file.

Remediation

The Occupational Therapy Assistant Program is dedicated to supporting student success through early intervention and ongoing academic support.

Faculty monitor student performance throughout both face-to-face and online learning experiences. Students experiencing academic challenges are encouraged to meet with their course instructor to discuss concerns and develop strategies for improvement.

Students who earn consecutive examination scores of 70% (C) or below, or who demonstrate ongoing academic difficulties, may be required to meet with an academic advisor and participate in a remediation plan.

The remediation process may include:

- Meetings with course faculty
- Academic advising appointments

- Development of individualized improvement strategies
- Referral to academic support services
- Follow-up progress reviews

Students are responsible for actively participating in and completing all remediation requirements. Academic advisors and faculty will monitor progress and provide ongoing support as appropriate.

Student-Faculty Advising

Academic advising is a collaborative partnership between students and faculty that supports academic achievement, professional growth, and career development. Through advising, students receive guidance in meeting program requirements, accessing resources, and achieving educational goals aligned with their interests, values, and abilities.

Upon admission to the Occupational Therapy Assistant Program, each student is assigned an OTA faculty advisor who will provide guidance and support throughout the academic program.

Faculty Advisor Responsibilities

Faculty advisors will:

- Assist students in evaluating academic and career options
- Meet with students at least once each semester
- Provide information regarding campus services and program resources
- Support students during fieldwork and clinical experiences
- Promote professional development and academic success

Student Responsibilities

Students are expected to:

- Schedule and attend advising appointments regularly, with a minimum of three advising meetings during the OTA Program
- Take responsibility for monitoring their academic progress
- Become familiar with program requirements and deadlines
- Utilize available campus and online support resources
- Make informed academic and professional decisions
- Communicate proactively with faculty regarding questions or concerns

Advising Procedures

To promote student success and timely progression through the program, the following advising procedures apply:

- Semester Advising Requirement: Students must meet with a full-time OTA faculty advisor once each semester during the academic portion of the program.

- Scheduling Requirement: Advising appointments must be scheduled within the first two weeks of each semester, although the meeting itself may occur later in the semester.
- Performance Follow-Up: Students who fail an examination, laboratory practical, or skills check must schedule a meeting with the course instructor to review performance and develop an improvement plan.
- Fieldwork Advising: During Level I and Level II fieldwork experiences, students will be assigned a faculty fieldwork liaison who will maintain communication and provide support throughout the placement.
- Faculty Availability: OTA faculty maintain office hours and are available for academic advising, fieldwork guidance, and individualized student support. Students are encouraged to schedule appointments whenever additional assistance is needed.

Timely communication and active participation in advising are expectations of professional behavior and contribute significantly to student success in the Occupational Therapy Assistant Program.

Student Complaints and Grievance Procedures

The Occupational Therapy Assistant (OTA) Program at St. Philip's College is committed to fostering a respectful, supportive, and equitable learning environment. Students are encouraged to communicate concerns promptly so that issues may be addressed fairly, efficiently, and in accordance with established college policies and procedures.

Students have the right to express concerns and seek resolution without fear of retaliation. The program supports due process and encourages resolution at the lowest appropriate level whenever possible.

Occupational Therapy Assistant Student Complaint Process

Scope of Complaints

Students may file complaints regarding matters related to the OTA Program or college services, including but not limited to:

- Classroom instruction and learning experiences
- Clinical and fieldwork experiences
- Program policies and procedures
- Student services and administrative offices
- Interactions with program personnel or college departments

Note: Academic grade disputes and discrimination complaints are governed by separate institutional policies and procedures and are not addressed through the general complaint process.

Complaint Resolution Procedures

Step 1: Informal Resolution Through Direct Discussion

Students should first attempt to resolve concerns through direct communication with the individual or department most closely associated with the issue.

Examples include:

- The course instructor for classroom-related concerns
- The Academic Fieldwork Coordinator, St. Philip's College Clinical Liaison, or Fieldwork Educator for fieldwork concerns
- The appropriate college office for administrative or student service concerns

Students are encouraged to engage in respectful, professional dialogue and work collaboratively toward a mutually acceptable solution.

Step 2: Formal Review by Program Leadership

If the concern is not resolved through informal discussion, the student may submit a written complaint to the OTA Program Director or Academic Fieldwork Coordinator.

The written complaint should include:

- A clear description of the concern
- Relevant dates and individuals involved
- Actions already taken to resolve the issue
- Supporting documentation, when applicable
- The desired outcome or resolution

The Program Director or Academic Fieldwork Coordinator will:

- Review the complaint and supporting documentation
- Evaluate applicable OTA Program and College policies
- Meet with involved parties as needed
- Determine whether to uphold the original decision or facilitate an appropriate resolution

Students will be notified of the outcome following review of the complaint.

Administrative Appeal Process

If the matter remains unresolved after review by program leadership, the student may pursue the matter through the following administrative channels:

1. Associate Dean, Health Science
2. Academic Dean of Health Sciences
3. Vice President of Academic Affairs
4. President, St. Philip's College
5. Chancellor, Alamo Colleges District
6. Alamo Colleges District Board of Trustees

Each level of review will consider the information and decisions from previous stages before making a determination.

Confidentiality and Recordkeeping

All complaint records are maintained in a secure and confidential manner.

- Complaint documentation is stored separately from student academic records.
- Written complaints submitted to the Department Chair are maintained in secure departmental files.
- Information related to complaints is shared only with individuals who have a legitimate educational or administrative need to know.

Non-Retaliation Policy

Students who file complaints in good faith are protected from retaliation.

No student shall be subject to intimidation, harassment, discrimination, adverse treatment, or academic penalty for reporting a concern, participating in a complaint review, or exercising their rights under College policies.

Any concerns regarding retaliation should be reported immediately to the Program Director, Department Chair, or appropriate College administrator.

Academic Grievance Policy

Faculty members are responsible for the administration of courses, instructional methods, classroom management, evaluation of student performance, and assignment of grades. Most concerns can be resolved through professional communication between students and faculty; however, circumstances may arise in which a student believes they have been treated unfairly or inconsistently.

Students who believe an academic decision has been made in an arbitrary, capricious, or unfair manner may initiate the Academic Grievance Process after exhausting informal resolution efforts.

Academic Grievance Procedures

Students pursuing academic grievance should:

1. Obtain a Student Academic Grievance Form from the Department Chair.
2. Complete the form and provide appropriate documentation supporting the grievance.
3. Submit the grievance according to College procedures.

Grievance should only be filed when there is clear and convincing evidence that an academic action or decision was unfair, arbitrary, or inconsistent with established policies.

The academic grievance process generally proceeds through the following levels of review:

1. Student
2. Instructor
3. Department Chair
4. Dean of Health Sciences

The goal of the process is to provide a structured, impartial, and fair review of academic concerns.

For complete information regarding academic grievance procedures, students should refer to the St. Philip's College Student Handbook.

Non-Academic Grievance Policy

The Non-Academic Grievance Policy provides students with a formal process to address concerns related to non-academic matters involving employees of the Alamo Colleges District.

Students who believe they have been treated unfairly, inappropriately, or unjustly in matters unrelated to academic evaluation may utilize the College's non-academic grievance procedures to seek review and resolution.

Examples of non-academic concerns may include:

- Student services
- Administrative processes
- Interpersonal interactions with college personnel
- Access to institutional services and resources

Students should follow the procedures outlined in the St. Philip's College Student Handbook and submit grievances through the designated College channels.

The College is committed to reviewing non-academic grievances fairly, objectively, and in a timely manner while ensuring all parties are afforded appropriate due process.

Student Rights and Responsibilities

Students are encouraged to address concerns promptly and professionally. Successful resolution often depends on open communication, mutual respect, and timely reporting of issues.

As future healthcare professionals, OTA students are expected to demonstrate professionalism throughout all complaint and grievance proceedings by:

- Communicating respectfully with faculty, staff, and clinical personnel
- Following established program and College procedures
- Providing accurate and truthful information
- Maintaining confidentiality when appropriate
- Participating in good faith efforts toward resolution

The OTA Program is committed to maintaining a learning environment that supports student success, fairness, accountability, and professional growth.

Program Withdrawal, Suspension, Dismissal, and Readmission

The Occupational Therapy Assistant (OTA) Program is committed to supporting student success while maintaining the academic and professional standards required for entry-level occupational therapy practitioners. Students are expected to take responsibility for their academic performance, professional conduct, and compliance with program policies.

The following policies govern withdrawal, readmission, academic probation, suspension, and dismissal from the OTA Program.

Withdrawal and Readmission Procedures

Students who withdrew from or fail an OTA course are required to notify their course instructor(s) and schedule a mandatory meeting with the Program Director.

During this meeting, an OTA Program Advising Form will be completed to document:

- The circumstances leading to the withdrawal or course failure
- A formal written letter from the student explaining the situation
- A proposed plan for academic improvement and future success
- Deadlines for submission of required documentation
- Expectations for potential readmission

This process promotes communication, accountability, and development of an individualized plan for future success.

Students must also comply with all College withdrawal procedures, including adherence to census dates, withdrawal deadlines, and requirements established by the Admissions and Records Office.

Student Responsibility

Although faculty may indicate withdrawal status on final grade submission forms, students are solely responsible for:

- Completing all official withdrawal forms
- Meeting institutional withdrawal deadlines
- Submitting required documentation to the Admissions and Records Office
- Completing all program-specific withdrawal requirements

Failure to complete the required withdrawal process may result in the withdrawal being recorded as an academic failure and may negatively affect eligibility for future readmission.

Voluntary Withdrawal

Students who voluntarily withdraw from the OTA Program due to significant personal circumstances, medical issues, family emergencies, military obligations, or other catastrophic events may request re-entry into the program one time.

Eligibility for Re-Entry

To be eligible for consideration, students must:

- Return during the next available offering of the course(s) from which they withdrew
- Submit a written petition to the Program Director and Academic Fieldwork Coordinator by the deadline identified in their Consultation Form
- Demonstrate readiness to successfully resume program requirements

The petition must include:

- Clearly defined academic and professional goals
- A detailed action plan describing the steps the student will take to ensure future success
- Documentation supporting the student's readiness to return, when applicable

Additional Readmission Guidelines

Students requesting readmission should be aware that:

- Readmission is not guaranteed.
- Readmission is contingent upon available space in the program and course sequence.
- Students must follow all current program policies, curriculum requirements, and graduation standards that are in effect at the time of re-entry.
- Students who fail to return for the next available course offering must reapply to the program and compete with all other applicants for admission.

Clinical Withdrawal

Students who voluntarily withdraw from a full-time fieldwork experience after the course withdrawal deadline stated in the course syllabus will receive a grade of "F" for the course.

Withdrawal Due to Course Failure

A student who:

- Withdraw from a course to avoid earning a failing grade ("D" or "F"), or
- Receives a final grade of "D" or "F" in an OTA course

will be considered to have failed one OTA course.

Students meeting this criterion may request readmission one time only.

Readmission Requirements

Students seeking readmission following a course failure must:

- Submit a written petition to the Program Director by the deadline established in the Consultation Form
- Clearly identify academic goals
- Present a comprehensive plan for improvement and future academic success

- Retake the failed course at its next scheduled offering

Upon readmission, students will be placed on academic probation for the remainder of the OTA Program.

Students must earn a minimum grade of "C" (77%) or higher in all remaining OTA courses to continue enrollment.

Failure Following Readmission

Students who fail a second OTA course after readmission will be permanently dismissed from the program and will not be eligible for future readmission.

Academic Probation

Academic probation is intended to support students who are experiencing academic difficulties or who have demonstrated behavior inconsistent with program expectations.

Students may be placed on academic probation for reasons including:

- Unsatisfactory academic performance
- Professional misconduct
- Ethical violations
- Behavioral concerns affecting academic or clinical performance

Probation Process

When a student is placed on probation:

1. The student will meet with the course instructor and Program Director.
2. An Allied Health Department Consultation Form will be completed.
3. Specific concerns and expectations will be reviewed.
4. A formal remediation or improvement plan will be developed.
5. Progress will be monitored throughout the remainder of the program.

Requirements During Probation

Students placed on probation must:

- Maintain a minimum grade of "C" (77%) in all OTA courses, laboratories, and fieldwork experiences
- Comply with all requirements outlined in the remediation plan
- Demonstrate satisfactory academic and professional progress

Students who repeat an OTA course after a course failure remain on academic probation through graduation.

Failure to Meet Probation Requirements

Students may be dismissed from the OTA Program if they:

- Fail to comply with the terms of their remediation plan
- Earn a grade below 77% in any OTA course following readmission
- Continue to demonstrate academic, ethical, or behavioral concerns that threaten successful program completion

The Program Director, in consultation with course faculty, the Associate Dean, and other appropriate stakeholders, may recommend dismissal when significant concerns remain unresolved.

Program Dismissal and Ineligibility for Readmission

Students may be dismissed from the OTA Program and declared permanently ineligible for readmission when academic, ethical, professional, or clinical standards are not met.

I. Academic Dismissal

A student will be dismissed and become ineligible for readmission if they:

- Earn failing grades (below 77%) in two OTA courses, whether occurring within the same semester or different semesters
- Fail a repeated OTA course
- Fail a second OTA course following readmission

II. Ethical and Professional Conduct Violations

Students may be dismissed for violations including, but not limited to:

- Violation of the Alamo Colleges District Student Code of Conduct
- Violation of the Occupational Therapy Code of Ethics
- HIPAA violations involving patient privacy or confidentiality
- Falsification of academic, clinical, or program documentation
- Deliberate misrepresentation of information provided verbally or in writing
- Academic dishonesty or unethical conduct

Professional integrity and ethical behavior are essential components of occupational therapy practice and are expected at all times.

III. Clinical and Fieldwork Infractions

Because patient safety is paramount, serious clinical infractions may result in immediate dismissal from the program.

Examples include, but are not limited to:

- Any action that compromises patient, client, student, or staff safety
- Leaving a patient or assigned treatment area without notifying the supervising Fieldwork Educator or therapist

- Falsifying patient records or clinical documentation
- Failure to complete assigned patient care responsibilities
- Negligent or careless actions that place others at risk
- Excessive clinical absences or tardiness
- Dismissal from a clinical site for cause by the Fieldwork Educator or facility

The Program reserves the right to remove a student from a clinical site or dismiss a student from the program when patient safety or professional conduct standards are violated.

Progressive Disciplinary Process

When appropriate, disciplinary concerns may be addressed through a progressive disciplinary process.

First Offense

For a first offense:

- The incident will be documented using an Allied Health Department Consultation Form.
- Documentation will be placed in the students' program file.
- The student may be sent home from class, lab, or fieldwork and recorded as absent for the day.
- Depending on the seriousness of the incident, immediate dismissal may occur.
- If dismissal is not warranted, the student will be placed on probation and monitored for continued compliance.

Second Offense

A second offense involving similar or continued violations may result in:

- Immediate dismissal from the OTA Program
- Permanent ineligibility for future readmission

Student Success and Professional Responsibility

The OTA Program is committed to helping students achieve academic and professional success. Students experiencing challenges are encouraged to seek assistance early through their instructors, faculty advisor, Program Director, academic support services, or counseling resources.

Students who demonstrate accountability, professionalism, and commitment to improvement are better positioned to achieve their educational goals and successfully complete the Occupational Therapy Assistant Program.

General Information

Changes to Personal Information

Students are responsible for maintaining accurate and current personal information with both St. Philip's College and the Occupational Therapy Assistant (OTA) Program.

Students must promptly notify the Program Director of any changes to:

- Name
- Address
- Telephone number
- Other contact information as applicable

The OTA Program maintains all student information in a confidential manner. Personal information will not be released to outside parties without the student's verbal or written authorization, except as required by law or institutional policy.

Electronic Devices, Social Media, and Networking

Students are expected to use electronic devices respectfully and appropriately.

The following guidelines apply:

- Cell phones, tablets, smartwatches, and other personal electronic devices may only be used for authorized academic activities.
- Text messaging, social media activity, online shopping, gaming, and personal internet browsing are not permitted during class, laboratory experiences, or fieldwork unless specifically authorized by faculty.
- Personal devices that are not being used for approved educational purposes must be silenced and stored out of sight.
- Unauthorized use of electronic devices may result in the student being dismissed from the class, laboratory session, or fieldwork experience.

Social Media and Professional Networking

Students are expected to maintain professional boundaries and confidentiality when using social media and online networking platforms.

Students may not:

- Interact with fieldwork educators or clients through social media without written permission.
- Create unauthorized websites, social media pages, groups, or accounts representing St. Philip's College or the OTA Program.
- Post or share course materials, including:
    - Syllabi
    - Lecture slides
    - Course notes
    - Assignments
    - Instructional resources
- Share recordings, photographs, videos, or images of faculty members without permission.

Students are expected to exercise professional judgment when participating in social networking platforms, including Facebook, Instagram, YouTube, blogs, and similar applications. Online behavior should reflect the ethical and professional standards expected of future occupational therapy practitioners.

Students are **not allowed** to post course content, pictures, etc. on TikTok.

Violations of confidentiality, privacy, professional boundaries, or program policies may result in disciplinary action.

Academic Courses

A course syllabus and course calendar will be provided for every OTA course no later than the first day of class.

The syllabus includes:

- Course objectives
- Learning outcomes
- Grading and evaluation methods
- Attendance requirements
- Course policies and expectations

The course calendar includes:

- Assignment due dates
- Examination schedules
- Laboratory activities
- **I**mportant program and course deadlines

Course materials may be accessed through ACES and Canvas. Students are responsible for regularly reviewing course information and remaining aware of all academic expectations and deadlines.

Graduation

Students seeking graduation must apply for graduation according to College procedures.

Requirements include:

- Requesting a degree plan evaluation
- Applying for Graduation by the published deadline
- Successfully completing all academic, fieldwork, and degree requirements

There is no graduation fee. Caps, gowns, and diplomas are provided at no cost to students.

The student should schedule a meeting with an Advisor to verify completion of:

- Degree requirements

- OTA coursework
- Level II fieldwork requirements

All academic and fieldwork requirements must be completed within 18 months of completing the academic portion of the program.

Human Subject Policy

As part of professional preparation, OTA students participate in laboratory activities that require practicing occupational therapy techniques and procedures on fellow students and, when appropriate, faculty members.

Educational activities may include:

- Musculoskeletal assessments
- Therapeutic exercise techniques
- Transfers and mobility training
- Physical agent modality applications
- Therapeutic interventions and demonstrations

All educational activities are conducted in a professional, respectful, and dignified manner for instructional purposes only.

Students with medical conditions, injuries, or other limitations that may affect participation are responsible for informing faculty prior to laboratory activities so that appropriate accommodation or precautions may be considered.

Students must sign a Human Subject Agreement acknowledging their understanding of and compliance with this policy. The signed agreement will be maintained in the student's program file.

Classroom and Laboratory Attire

Professional appearance is an important component of the Occupational Therapy Assistant (OTA) Program and reflects the standards expected of future healthcare practitioners. Students are expected to maintain a neat, clean, and professional appearance while participating in classroom, laboratory, fieldwork, and program-related activities.

Classroom Attire

Students are expected to dress in professional and appropriate attire for all classroom activities. Acceptable attire includes:

Tops

- Short- or long-sleeved polo shirts
- Button-down dress shirts or blouses
- Pullover crew-neck sweaters

Bottoms

- Docker-style or dress pants in khaki, gray, black, or navy
- Pants must not be denim and should not resemble jeans

Footwear

- Athletic shoes, preferably in solid, conservative colors
- Closed-toe, closed-heel shoes with non-skid soles

Additional Acceptable Attire

- Professional scrubs may be worn in the classroom setting

All clothing must be clean, well-maintained, and fit appropriately. Attire should provide adequate coverage during movement and classroom activities, including reaching, bending, and kneeling. Visible tattoos must be covered at all times.

Special events, including field trips, health fairs, community service activities, presentations, and other program-sponsored events, may require specific attire. Students will be notified of these requirements in advance. The expectation that visible tattoos remain covered applies during all program activities and events.

Laboratory Attire

Students participating in OTA laboratory sessions are required to wear royal blue or black scrubs with the OTA Program logo embroidered on the left chest. The laboratory environment includes hands-on skill development activities that require appropriate attire for safety, comfort, and participation.

In addition to the required scrubs, students should wear or bring clothing that allows for movement, limb exposure, and participation in therapeutic activities, including:

- Loose-fitting shorts, sweatpants, or similar clothing
- Tank tops, athletic tops, or sports bras as appropriate for the activity and individual comfort
- Closed-toe shoes suitable for movement and laboratory safety

To promote safety and professionalism during laboratory activities:

- Hair must be secured and kept away from the face.
- Jewelry should be limited to modest and minimal items.
- Clothing must be clean, in good condition, and suitable for professional healthcare training.

Laboratory activities may include palpation, therapeutic exercise, transfer training, physical agent application, positioning techniques, and other hands-on learning experiences. Students are expected to wear attire that supports full participation in these activities while maintaining professionalism and respect for others.

Failure to comply with classroom or laboratory dress requirements may result in the student being unable to participate in the scheduled activity and may affect attendance or participation grades as outlined in course syllabi and program policies.

Students will receive a St. Philip's College identification badge during OTA Program orientation.

Identification badges must:

- Be worn at all fieldwork sites
- Be clearly visible
- Be displayed at chest level
- Remain visible throughout the clinical or fieldwork experience

Students may also be required to wear facility-specific identification badges as assigned by clinical partners.

Classroom Eating, Drinking, and Smoking Policy

The OTA Program encourages a clean and professional learning environment.

Food and Beverages

- Water is permitted in classrooms and laboratories when contained in a closed container.
- Food is not permitted during class or laboratory activities unless specifically approved by the instructor as part of an educational activity.
- Permission may be granted for eating in classrooms during non-class hours when space permits.

Tobacco-Free Campus

St. Philip's College is a tobacco-free campus.

The use of:

- Cigarettes
- Cigars
- Smokeless tobacco products
- Electronic cigarettes and vaping devices is prohibited on all College property.

Cleanliness Expectations

Students are responsible for maintaining clean instructional environments.

This includes:

- Cleaning classrooms, kitchens, and laboratory areas after use
- Proper disposal of trash
- Returning equipment and supplies to designated locations
- Completing cleanup at least 15 minutes before the next scheduled class

Failure to maintain cleanliness may result in revocation of classroom eating privileges or other disciplinary action.

Child Care

Students are responsible for arranging dependable childcare before attending classes, laboratories, fieldwork experiences, and other program activities.

Children are not permitted in:

- Classrooms
- Laboratories
- Clinical sites
- Fieldwork settings

Students who experience childcare challenges should communicate with faculty as early as possible regarding attendance concerns.

Photography, Videography, and Recording

St. Philip's College may use student photographs, video recordings, or other media for educational, promotional, or institutional purposes.

Students who agree to participate must complete the appropriate Personal Release Form.

Students must obtain permission before:

- Photographing faculty or students
- Recording classroom activities
- Creating audio or video recordings during program activities

Acknowledgment of these requirements is documented through Photography, Videography, or Other Recording Release and Agreement Form included in the handbook appendix.

Inclement Weather and Emergency Closures

The Occupational Therapy Assistant (OTA) Program recognizes that inclement weather and emergency conditions may affect travel to campus and fieldwork sites. Students are expected to use sound judgment and prioritize personal safety when determining whether travel conditions are safe.

Campus Closure and Weather Notifications

Students are responsible for monitoring official college communications regarding weather-related delays, closures, and emergency operations. Information may be obtained through:

- Local radio and television stations
- The St. Philip's College/Alamo Colleges emergency information website: Alamo Alert Emergency Information
- The Alamo Colleges District Weather Hotline: (210) 485-0189

Classroom Attendance During Inclement Weather

If St. Philip's College cancels classes due to weather or other emergencies, students are not required to attend on-campus classes or program activities scheduled on campus.
Faculty will communicate any make-up assignments, alternative learning activities, or schedule changes as appropriate.

Fieldwork Attendance During Inclement Weather

Fieldwork schedules are determined by the clinical site and Fieldwork Educator (FE). College closures do not automatically excuse students from fieldwork obligations.
If St. Philip's College cancels classes:

- Students are expected to follow their Fieldwork Educator's schedule during Level II Fieldwork experiences.
- If the Fieldwork Educator is scheduled to work and the clinical site remains open, the student is expected to report to the fieldwork site.
- Students must notify both their Fieldwork Educator and the Academic Fieldwork Coordinator (AFWC) if weather conditions prevent attendance.

When Classes Are Not Canceled

If the college remains open but weather conditions prevent a student from safely attending a fieldwork placement, the student must:

- Notify the Fieldwork Educator immediately.

- Notify the Academic Fieldwork Coordinator (AFWC) as soon as possible.
- Arrange to make up any missed fieldwork hours according to program and fieldwork requirements.

Travel Safety Concerns

Student safety remains a priority. If a student believes travel to a fieldwork site is unsafe due to weather conditions, road closures, flooding, or other hazards, the student must contact the Academic Fieldwork Coordinator (AFWC) immediately to discuss the situation and determine appropriate next steps.

Clinical Site Closures

If a clinical site closes due to inclement weather or another emergency, students should not report to the site unless otherwise instructed by the facility.
Any missed time resulting from a site closure must be made up through one of the following methods, as approved by the Academic Fieldwork Coordinator (AFWC):

- Completion of additional fieldwork hours, such as weekend or alternate shifts, or
- Completion of an alternative learning assignment approved by the AFWC

Completion of Required Hours

Weather-related absences do not reduce required fieldwork or clinical education hours. Students are responsible for completing all required fieldwork hours and assignments necessary to meet program, fieldwork, and accreditation requirements. Failure to complete required hours may delay progression or successful completion of the OTA Program.

Occupational Therapy Assistant Student Records

The OTA Program maintains student records in a secure and confidential manner.

Records are stored in:

- Locked physical filing systems
- Secure password-protected electronic databases

Contents of Student Records

Student files may contain:

1. Admission records
2. Academic transcripts
3. Fieldwork placement and evaluation records
4. Immunization documentation
5. Health insurance verification
6. CPR certification records
7. Student demographic and program information
8. Consultation and advising documentation
9. Continuation agreements and other program-related records

Record Security and Retention

The OTA Program safeguards student records against unauthorized access, loss, destruction, or disclosure.

Record retention practices include:

- Maintaining records within the OTA Department for five years
- Archiving graduate records in secured departmental storage
- Limiting access to authorized personnel with legitimate educational responsibilities

The OTA Program is committed to protecting student privacy while maintaining accurate records necessary for program administration, accreditation, and regulatory compliance.

St. Philip's College Student Rights and Support Services

Confidentiality

In accordance with the **Family Educational Rights and Privacy Act (FERPA)**, St. Philip's College protects the privacy of student education records and will not release academic or personal information without **written consent** from the student. For full details, refer to the *Student Policy Manual*.

OTA students are also expected to comply with **HIPAA regulations** while participating in fieldwork. Access, use, or disclosure of confidential patient information is limited strictly to educational duties. Identifying information must be removed from any documentation. Students must sign the **Confidentiality Agreement** to acknowledge this policy.

Disability/Educational Support Services

Students with documented disabilities may be eligible for accommodations such as extended test time, oral testing, or other support services.

To request services, contact:
Disability Services – Sutton Learning Center, Room 102
📞 210-486-2411 | 🌐 Disability Services Website

Tutoring and Technology Assistance

- **Tutoring & Technology (TnT) Center:** CLR, 1st Floor
- **Open Computer Lab:** CLR (Library), 2nd Floor

Student Financial Services

For financial aid support, scholarships, and tuition assistance:

- **Office Location:** Welcome Center
- 📞 210-486-2600
- ✉️ Email: dst-sfs@alamo.edu
- 🌐 District Financial Aid Website
- 🌐 SPC Scholarships
- 🌐 Minnie Stevens Piper Foundation – Free scholarship clearinghouse

For general assistance:

Alamo Colleges Student Contact Center
📞 210-212-5266 | 📞 1-844-202-5266 (Toll-Free)

Library
Provides access to books, media, study rooms, and computer-assisted research tools.

- **Phone:** 210-486-2330
- 🌐 Library Website

Veterans' Affairs
Supports students using veterans' education benefits.

- **Location:** Welcome Center, Room 205
- 📞 210-486-2111
- 🌐 Veteran Affairs Website

Rose Thomas Writing Center
Offers free tutoring for research papers and writing assignments.

- **Location:** Clarence Windzell Norris Building, Room 317
- 📞 210-486-2625
- 🌐 Writing Center Website

Student Health Center
Provides minor medical assistance, over-the-counter medications, and health education.

- **Location:** Sutton Learning Center, Room 127
- 📞 210-486-2222
- 🌐 Student Health Center Website

Health and Fitness Center
Access to gym, pool, exercise equipment, and intramural programs.

- 🌐 Fitness Center Website

Counseling Resource Center
Offers free, confidential counseling and support services.

- **Location:** Welcome Enrollment Center (WEC), Room 106L
- 📞 210-486-2333
- 🌐 Counseling Services Website

Child Care Resources
SPC Child Development Center offers child care services for students, faculty, and staff.

- 📞 210-486-2500 / 210-486-2501
- 🌐 Child Development Center Website

Emergency Information
For all emergencies or safety concerns, contact **Campus Police**:

If needed, escort services are available for anyone needing assistance to their vehicle. Contact the campus' non-emergency number for more information.

Situation	Contact Number
EMERGENCY	210-485-0911
Using a Campus Phone	210-485-0911
24-Hour Dispatch	210-485-0099
MLK Campus Police	210-485-0099
Southwest Campus Police	210-485-0099
Weather Line	210-485-0189

Non-Discrimination Policy
The Alamo Colleges do not discriminate on the basis of race, religion, color, national origin, sex, age, or disability with respect to access, employment programs, or services. Inquiries or complaints concerning these matters should be brought to the attention of**:** Linda Boyer-Owens, Associate Vice Chancellor of HR and Organizational Development, 210/485-0200. Address: Human Resources Department, 2222 N. Alamo St. San Antonio, Texas 78215.

If a student believes he/she has been discriminated against based on any of these categories, he/she may file a grievance according to the procedure as outlined in the St. Philip's College student handbook.

Tuition and Tuition Refund
OTA Program hybrid track students follow the standard college tuition and fee schedule based on residency and semester hours. Refunds are issued based on the official **withdrawal date**, in accordance with district policy. In addition to College tuition and fees, students enrolled in the OTA Hybrid Track are responsible for program-related expenses that may include professional memberships, background checks, drug screening, immunizations and health requirements, CPR certification, required technology and internet access, textbooks and instructional materials, uniforms, transportation, and expenses associated with travel to St. Philip's College for required in-person laboratory experiences and assigned fieldwork sites. Current tuition and fee information is available through the Alamo Colleges published tuition and fee schedule.

Note: Tuition and fees are subject to change by the **Texas State Legislature** and the **Alamo Colleges Board of Trustees**.

- 🌐 Tuition & Refund Info – eCatalog