

Missouri Health Professions Consortium (MHPC)

Occupational Therapy Assistant (OTA)

Student Handbook

Class of 2027

PURPOSE OF HANDBOOK: The purpose of this handbook is to provide, in one document, pertinent data, policies and procedures for students enrolled in the OTA Program. It is essential that students understand the information presented in this handbook to facilitate their progression through the OTA Program. This handbook has been designed to be used in conjunction with your community college catalog and college specific student handbook.

NOTE: Any changes in your home community college's *Rules and Regulations and Policies* may supersede current information in this handbook.

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Table of Contents

1.1 Missouri Health Professions Consortium....7
Consortium Colleges:....7
MHPC Organization Structure....8
1.2 MHPC OTA Program....8
Program Vision....8
Program Mission....8
Scholarship Agenda....8
MHPC OTA Statement of Philosophy....8
1.3 Accreditation and Professional Credentials....9
ACOTE Accreditation....9
1.4 Home Campus Information....10
MHPC Partnering Colleges Mission Statements....10
2.1 Program Outcomes....11
MHPC OTA Institutional Learning Objectives....11
2.2 MHPC OTA Curriculum Design....12
2.3 OTA Associate of Applied Science Degree....15
2.4 Program Sequence Credit Hour Distribution: Lecture/Lab/Clinical Hours per Week....16
2.5 Course Descriptions....17
Daily Class Schedule....20
2026-2027 Important Dates....21
3.1 Faculty and Staff Directory....22
3.2 Academic Advising from the Home Campus....23
3.3 Professional Year Advising....23
Faculty Office Hours....23
3.4 Professional Organizations....24
American Occupational Therapy Association Membership....24
Class Representatives: Missouri Health Professions Consortium....24
3.5 Access, Equity, and Student Rights....24
Americans with Disabilities Act (ADA) (Policy 502)....24
Notice of Non-Discrimination (Policy 501)....25
Title IX Statement....25
Intellectual Pluralism....25
3.6 Student Support Services....25
Technology Support....25
Course Registration (Policy 505)....25
4.1 Academic Standards....26
4.2 Grading Scale and Course Passing (Policy 510)....26

MHPC OTA Grading Scale 27
Minimum Passing Requirements 27
Course Progression 27
Remediation and Course Repetition 27
Academic Records and Notification 28
Honor Roll Recognition 28
Appeals 28
4.5 Examination and Testing Policy (Policy 511) 28
Examination Expectations 28
Online and Remote Testing 28
Minimum Examination Requirements 29
Examination Retake Policy 29
Retake Procedures 29
Examination Remediation 29
Make-Up Examinations 30
Examination Appeals 30
4.6 Laboratory Competency and Checkout Requirements (Policy 514) 30
Laboratory Competency Expectations 30
Minimum Competency Standard 30
Remediation and Retesting 31
4.7 Attendance Policy (Policy 512) 31
Attendance Expectations 31
Planned Absences 31
Unplanned Absences 32
Communication Requirements 32
Laboratory Absences 32
Tardiness 32
Excessive Absences 32
4.8 Missed and Make-Up Work Policy (Policy 513) 32
Assignment Submission 33
Late Work 33
Activities Not Eligible for Late Submission 33
Extenuating Circumstances 33
Professional Responsibility 33
4.9 Tutoring and Open Lab Opportunities (Policy 515) 33
4.10 Generative Artificial Intelligence (AI) Policy (Policy 519) 34
4.11 Academic Integrity and Academic Honesty 35
4.12 Academic Grievance and Appeals Procedure (Policy 504) 36
4.13 Academic Dismissal and Readmission (Policy 509) 37

5.1 Professional Code of Conduct (Policy 517) 39
5.2 Professional Expectations 39
5.3 Professionalism Communications 40
5.4 Social Media Conduct (Policy 521) 41
5.5 Dress Code Policy (Policy 522) 41
5.6 Virtual Classroom and Zoom Expectations (Policy 520) 42
5.7 Student Conduct and Ethical Behavior 43
5.8 Professionalism Concerns and Remediation 43
Professionalism Intervention Process 44
Professionalism Citation (Policy 517) (Appendix E) 44
Professional Conduct Committee 44
5.9 Capacity and Performance Standards 45
Performance Standards for Occupational Therapy Assistant Students 45
6.1 Health Requirements (Policy 407) 46
6.2 Communicable Disease Policy (Policy 407) 46
6.3 Criminal Background Checks (Policy 406) 46
6.4 Drug Screen Requirements (Policy 405) 47
6.5 CPR/BLS Certification Requirements 47
6.6 Personal Health Insurance Requirements (Policy 408) 47
6.7 Technology Requirements (Policy 207) 47
6.8 Inclement Weather Procedures (Policy 518) 48
6.9 Americans with Disabilities Act (ADA) (Policy 502) 49
6.10 Notice of Non-Discrimination (Policy 501) 49
6.11 Title IX 49
6.12 Intellectual Pluralism 49
6.13 Non-Curricular Student Activities and Events (Policy 214) 49
7.1 Tuition and Fees 50
7.2 Financial Aid 50
7.3 Estimated Program Costs 51
8.1 NBCOT Certification Examination 53
8.2 State Licensure 53
8.3 Title IV and Professional Licensure Disclosure 54
Appendix A: Campus Maps and Locations 556
Appendix B: Student Professional Development Self-Evaluation 559
Appendix C: Learning Contract 68
Appendix D: Student Exam Review and Remediation Form 72
Appendix E: Professional Citation 74

Purpose of this Student Handbook

The Missouri Health Professions Consortium (MHPC) Occupational Therapy Assistant (OTA) Student Handbook serves as the primary reference for students enrolled in the OTA Program. The handbook provides information regarding program expectations, curriculum requirements, academic standards, student responsibilities, policies, procedures, resources, and professional conduct expectations.

The purpose of this handbook is to assist students in successfully progressing through the OTA Program by clearly communicating program requirements and expectations. Students are responsible for becoming familiar with the information contained in this handbook and complying with all applicable program policies and procedures.

The OTA Student Handbook is intended to supplement, not replace, the policies and procedures of each student's home campus. Students are subject to both MHPC OTA Program policies and the policies outlined in their home institution's college catalog, student handbook, and academic regulations. In situations where institutional policies differ from program-specific policies, the more stringent requirement may apply.

The MHPC OTA Program is committed to preparing competent, ethical, and entry-level occupational therapy assistants through a learning environment that promotes academic excellence, professionalism, clinical reasoning, and client-centered care.

Use of the Student Handbook

The OTA Student Handbook should be used as a resource throughout the student's enrollment in the program. It contains important information related to:

- Program mission, philosophy, and curriculum
- Academic progression and graduation requirements
- Professional behavior expectations
- Student health, safety, and compliance requirements
- Academic and conduct policies
- Student support resources
- Certification and licensure information
- Forms and reference materials

Students are expected to review the handbook upon admission and consult it regularly throughout the program. Questions regarding handbook content should be directed to the Program Director, faculty advisor, or other designated program personnel.

Students are responsible for complying with all policies contained in this handbook regardless of whether they have specifically reviewed a policy. Failure to read the handbook does not relieve a student of responsibility for complying with program requirements.

Completion and submission of the Student Handbook Acknowledgement Form indicates that the student has received access to the handbook and understands their responsibility to review and comply with its contents.

Revision and Policy Changes

The MHPC OTA Program reserves the right to revise, modify, interpret, or discontinue policies, procedures, requirements, and other information contained in this handbook when necessary to maintain program effectiveness, ensure compliance with accreditation standards, respond to regulatory requirements, or support student success.

Every effort will be made to communicate significant policy changes to currently enrolled students in a timely manner through official program communication channels, including program email, learning management systems, announcements, or handbook updates. Updated versions of the handbook will be made available to students as revisions occur.

Changes to accreditation standards, state or federal regulations, professional requirements, clinical education requirements, home campus policies, or institutional procedures may result in revisions to handbook content during an academic year.

Students are responsible for remaining informed of current program policies and requirements. The most current version of the OTA Student Handbook supersedes all previous versions and should be considered the official source of program policy information.

Handbook Revision Date**:** August 2026

Next Scheduled Review: Annually or as needed based on program, institutional, accreditation, or regulatory changes.

SECTION I: PROGRAM INFORMATION

1.1 Missouri Health Professions Consortium

Consortium Colleges:

East Central College
Moberly Area Community College
North Central Missouri College
State Fair Community College
Three Rivers College

Community colleges from across the State of Missouri formed the Missouri Health Professions Consortium (MHPC) to offer an innovative Occupational Therapy Assistant (OTA) Program.

Graduates of the MHPC OTA Program will obtain an Associate of Applied Science Degree in Occupational Therapy Assistant (OTA) from their enrolled home campus college. Each student admitted to the OTA Program will select only one "home" campus from the community colleges offering the program of study, including:

- East Central College - *Union, MO (ECC OTA Campus Lab Map – Appendix A)*
- Moberly Area Community College - *Moberly, MO - Columbia Campus (MACC OTA Campus Lab Map – Appendix A)*
- North Central Missouri College - *Trenton, MO*
- State Fair Community College - *Sedalia, MO (SFCC OTA Camps Lab Map – Appendix A)*
- Three Rivers College - *Poplar Bluff, MO*



MHPC Organization Structure

Governing Board – The MHPC will be managed under the authority of a Governing Board of Directors comprised of the presidents from each member's community College.

Community Colleges – Each student admitted to a Consortium program will enroll in one "home" campus from among the member community colleges offering the program of study, once the college extends an offer of enrollment. The admitted student is expected to enroll and pay tuition and fees directly to the "home" campus. When professional coursework is delivered face-to-face or utilizing a distant format (i.e. Zoom), the admitted student is also expected to physically attend coursework delivered at the "home" campus. Admitted students may be required to travel to other approved site(s) to attend assigned practice laboratory and clinical training. Once a student completes all program requirements, the "home" campus shall grant and confer the student's degree, and these outcomes shall be collected and reported in accountability measures such as graduation rates, retention rates, and other institutional assessments.

As of December 2019, State Fair Community College (SFCC) will provide Consortium infrastructure including, but not limited to staff, teaching and curricular expertise, educational technology for network delivery, fiscal/operational agency, and maintenance of files.

1.2 MHPC OTA Program

Program Vision

The MHPC OTA Program's vision is to be recognized as a leader in innovative strategies for occupational therapy assistant education. Through a combination of distance and on-site education opportunities and experiences, we envision a cadre of highly skilled and educated occupational therapy assistants who will serve the citizens of Missouri and neighboring states.

Program Mission

The MHPC OTA Program's mission is to educate and prepare occupational therapy assistants to provide occupational therapy interventions to the citizens of Missouri and neighboring states, especially those in rural and underserved areas. We educate and prepare generalists, to have the knowledge, skills and professional behaviors that are necessary to work in both traditional and emerging areas of practice.

Scholarship Agenda

The MHPC OTA Scholarship Agenda supports and encourages MHPC OTA faculty and students to volunteer and serve in leadership roles within local, state, and national professional associations. The MHPC OTA supports and encourages MHPC OTA faculty and students to submit professional writings to publications that are reflective of their clinical and/or educational work. Faculty are encouraged to include and mentor students in the process of program development and implementation, professional writing, and submission for publication.

MHPC OTA Statement of Philosophy

The Missouri Health Professions Consortium (MHPC) Occupational Therapy Assistant (OTA) Program's philosophy states that by providing access to effective occupational therapy assistant educational programming in rural communities, more of society's occupational needs can be met.

The Missouri Health Professions Consortium (MHPC) Occupational Therapy Assistant (OTA) program believes in the role of occupations to impact the health and wellness of individuals, groups and populations in urban and

rural areas in Missouri and its neighboring states. Humans are intrinsically motivated to successfully perform occupations for meaningful engagement in life. Mastery of occupations is usually achieved in the course of normal development through participation in a variety of contexts.

Mental or physical illness, injury, disability, or environmental barriers may interrupt a person's ability to engage successfully in meaningful occupations. Occupational therapy promotes engagement in occupation as a means to support participation, health, and well-being. The profession's overarching goal is "achieving health, well-being, and participation in life through engagement in occupation" (AOTA, 2020). Occupational therapy practitioners use occupation as both a means and an end, employing meaningful occupations therapeutically while simultaneously supporting participation in occupations as the ultimate outcome of intervention.

Active learning is grounded in constructivist theory, which suggests that learners build new knowledge on prior knowledge through experience, reflection, collaboration, and application.

American Occupational Therapy Association. (2020). *Occupational therapy practice framework: Domain and process* (4th ed.). *American Journal of Occupational Therapy, 74*(Suppl. 2), 7412410010. https://doi.org/10.5014/AJOT.2020.74S2001

1.3 Accreditation and Professional Credentials

ACOTE Accreditation

The MHPC OTA Program has been granted Accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE), the accrediting body of the American Occupational Therapy Association (AOTA). For more information on the accreditation process, please contact:

ACOTE
c/o Accreditation Department
American Occupational Therapy Association (AOTA)
7501 Wisconsin Avenue, Suite 510E
Bethesda, MD 20814
Phone: 301-652-2682
TDD: 800-377-8555
accred@aota.org

1.4 Home Campus Information

MHPC Partnering Colleges Mission Statements

East Central College – https://www.eastcentral.edu/about-ecc/

- Mission Statement: Empowering students and enriching communities through education.
- Vision Statement: The best place to learn, work and grow.

Moberly Area Community College – https://www.macc.edu/our-vision-and-values/

- Mission Statement: MACC provides dynamic and accessible educational opportunities that empower our students and enrich our communities.
- Vision: MACC strives to be an institution of choice known for academic excellence, student success, innovation, and responsiveness to community and workforce needs.

North Central Missouri College - https://www.ncmissouri.edu/about/mission-and-values/

- Mission: North Central Missouri College provides accessible, affordable, and quality educational programs, with emphasis on excellence in teaching and learning, student services, and workforce development to all communities and rural areas of our service region.
- Vision: North Central Missouri College aspires to provide exemplary academic programs and services to advance educational attainment and regional economic development.

State Fair Community College - https://www.sfccmo.edu/about/vision-mission-values/

- Mission: State Fair Community College provides relevant and responsive learning experiences that empower our students and communities to prosper.
- Vision: State Fair Community College will be the community's preferred choice, where students, faculty, and staff realize their confidence, passion, skills, and potential.

Three Rivers College - https://trcc.edu/about/mission-vision-values/

- Mission: Three Rivers College inspires, prepares, and empowers, students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve.
- Vision: Three Rivers College will be the preeminent, cutting-edge community of learners with a student-first focus, and will operate as a vibrant, dynamic catalyst for the creation of opportunities that foster learning and student success.

SECTION II: CURRICULUM AND PROGRAM OF STUDY

2.1 Program Outcomes

MHPC OTA Institutional Learning Objectives

The MHPC Occupational Therapy Assistant Program is committed to providing a high-quality, hybrid education that prepares students to become competent, ethical, and compassionate OTA professionals. The following institutional objectives guide our program's mission and vision:

Foundational Knowledge & Professional Competence
Equip students with the knowledge of occupational therapy principles, theories, and interventions to support various populations. Integrate biological, physical, and social sciences, including neurosciences, kinesiology, and biomechanics, into the OTA curriculum.

Hybrid Learning Excellence
Deliver a rigorous hybrid curriculum that blends online didactic coursework with hands-on, in-person lab experiences and clinical fieldwork. Utilize innovative instructional strategies, including virtual simulations, interactive discussions, and competency-based assessments.

Student-Centered Learning & Critical Thinking
Foster critical thinking, problem-solving, and clinical reasoning skills through case-based learning and evidence-based practice. Promote active learning through interactive discussions, collaborative projects, and applied skill-building activities.

Client-Centered Care & Professional Practice
Prepare students to serve various populations by integrating sociocultural and socioeconomic factors into the curriculum. Emphasize client-centered care by addressing individual needs, values, and backgrounds.

Ethical & Professional Behavior
Uphold the ethical standards and professional responsibilities outlined by the American Occupational Therapy Association (AOTA) and the Accreditation Council for Occupational Therapy Education (ACOTE).
Instill professional behaviors such as accountability, teamwork, and effective communication for success in various healthcare settings.

Fieldwork & Clinical Application
Provide comprehensive hands-on fieldwork experiences in diverse healthcare settings, including hospitals, rehabilitation centers, schools, and community-based programs. Bridge theoretical knowledge with real-world application through supervised Level I and Level II fieldwork experiences.

Lifelong Learning & Professional Development
Encourage continuous learning and professional growth through research, continuing education, and active participation in professional organizations. Develop leadership and advocacy skills to contribute to the advancement of the occupational therapy profession.

Technology Integration & Evidence-Based Practice
Leverage technology, telehealth, and digital tools to enhance learning and clinical practice.

Apply research and evidence-based methodologies to support best practices in occupational therapy interventions.

Community Engagement & Service Learning
Foster a commitment to community outreach and advocacy for individuals with disabilities and other underserved populations. Provide opportunities for students to engage in service-learning projects that enhance occupational therapy awareness and accessibility.

Programmatic Assessment & Continuous Improvement
Conduct ongoing program evaluation and curriculum review to align with ACOTE accreditation standards and industry demands. Utilize student feedback, employer input, and graduate success metrics to refine and improve program outcomes.

These objectives ensure that graduates of the MHPC OTA Program are well-prepared to meet the evolving needs of the profession while making meaningful contributions to the rural communities they serve.

2.2 MHPC OTA Curriculum Design

Active learning is grounded in constructivist theory, which suggests that learners build new knowledge on prior knowledge through experience, reflection, collaboration, and application.

A spiral curriculum approach is used throughout the OTA program to build competence in essential occupational therapy knowledge, skills, and professional behaviors. Course sequencing, teaching and learning methods, and assessment strategies are intentionally designed to support progressive learning, allowing students to revisit concepts multiple times with increasing levels of complexity and clinical application.

The first semester serves as the foundation of the curriculum. During this semester, students develop fundamental knowledge and skills through courses such as OTA 215 Mental Health and Psychosocial Practice and OTA 250 Functional Kinesiology. Students participate in active, hands-on learning experiences that introduce basic patient care and occupational therapy skills, including vital signs, transfers, body mechanics, self-care techniques, activity analysis, and selected occupational therapy assessments. Students often connect these foundational concepts to prior experiences as caregivers, patients, healthcare workers, or community members. At this stage, skills are taught and assessed as fundamental competencies through laboratory activities, simulations, and skill competency assessments.

As students progress through the program and into the spring semester, concepts introduced in the foundational courses are revisited and expanded through courses such as OTA 255 Physical Disabilities Practice and OTA 220 Pediatric and Adolescent Practice. Students apply previously learned knowledge and skills to increasingly complex client situations, considering diagnoses, client factors, occupational performance, environmental contexts, and evidence-based intervention approaches. Concurrent Level I fieldwork experiences further reinforce classroom learning and provide opportunities to connect theory to practice.

Assessment methods likewise progress in complexity throughout the curriculum. Initial competency testing focuses on foundational skill performance, while later assessments require students to integrate clinical reasoning, occupational therapy process skills, client-centered practice, and intervention planning. Laboratory practical examinations and case-based activities challenge students to design and implement treatment sessions that incorporate previously learned skills while addressing the unique needs of individual clients. This progressive approach prepares students for Level II fieldwork and entry-level occupational therapy assistant practice.

The program has identified the following themes/threads of the curriculum:

1. Professionalism
2. Clinical reasoning
3. Occupation-based, client-centered OT Practice
4. Community-based practice

The curriculum design concepts have been applied to these as follows:

Professionalism

Professionalism provides the foundation for ethical and professional behaviors. The intra- and interpersonal skills required to be an effective member of an inter-professional team, life-long learning, and the ability to advocate and promote the profession. Professionalism is a curriculum thread found in all classes within the MHPC OTA Program. These classes explore various concepts related to professional behaviors and communication, and ethics. Students relate their previous experiences as healthcare consumers to important features of professionalism. These concepts are reinforced throughout the program, with strong emphasis in Level I fieldwork seminars, role playing and skilled practice during lab courses. Professionalism is assessed via rubrics on all lab practicals, fieldwork experiences, midterm and final advisements.

Clinical Reasoning

The MHPC program describes clinical reasoning as the cognitive process of making the best clinical decisions throughout the therapeutic process. Clinical reasoning is a skill that is developed through education, practice and experience. It is highly influenced by client factors and context, theory and frames of reference, evidence-based practice, and skill of the occupational therapy assistant.

Clinical reasoning is identified and defined during the Fall and Spring Term in the MHPC OTA program. Students use this information to build client centered intervention plans and carry out simulated treatments during lab practicals, in preparation for the higher-level clinical reasoning that is required in the complex settings of Level II fieldwork OTA 290 & OTA 295.

Occupation Based, Client-Centered OT Practice

This is defined as identifying the meaningful occupations of the person and including them as “active participants in the therapy process”. Understanding how physical and/or psychosocial conditions may impact a person’s performance. Infusing context, environment, and relevant life aspects to improve the person’s roles and goals within the therapy process.

This concept is introduced and defined in OTA in the fall term of the program and included in all courses throughout the MHPC curriculum. Students connect these concepts to the observations required prior to program admission. Mastery of the content is assessed via many methods, including written exams, initially, and progressing via the spiral theory to written intervention plans, simulations of treatment sessions, lab check outs, fieldwork assignments and assessments.

Community-Based Practice

Community-based occupational therapy encompasses a broad range of health-related services, including prevention and health promotion, acute and chronic care, habilitation and rehabilitation, and direct and indirect service provision within community settings. Community-based models are responsive to the needs of individuals, families, groups, and populations in homes, workplaces, schools, community agencies, and other

natural environments. The goal of community-based practice is to support participation, health, well-being, and inclusion by addressing occupational needs within the contexts in which people live, work, learn, and play.

Community-based practice is an important component of the Missouri Health Professions Consortium Occupational Therapy Assistant Program and is integrated throughout the curriculum. Students engage in community-based learning experiences across multiple OTA courses through service-learning activities, educational programming, community partnerships, health promotion initiatives, and other experiential learning opportunities. These experiences help students develop a broader understanding of occupational therapy's role in serving individuals, groups, and populations across a variety of settings.

In the spring semester, OTA 260: *Community Practice and Emerging Practices in Occupational Therapy* provides focused study of community-based and emerging practice areas through assigned readings, discussions, and applied learning activities. Students complete a community-based project or volunteer experience and disseminate their work through professional presentations and, when appropriate, publication opportunities. These experiences promote professional development, clinical reasoning, leadership, advocacy, and an appreciation for occupational therapy's expanding role in meeting community needs.

References:

American Occupational Therapy Association. (2020). *Occupational therapy practice framework: Domain and process* (4th ed.). *American Journal of Occupational Therapy, 74*(Suppl. 2), 7412410010. https://doi.org/10.5014/AJOT.2020.74S2001

Scaffa, M. E., & Reitz, S. M. (2020). *Occupational therapy in community and population health practice* (3rd ed.). F.A. Davis.

2.3 OTA Associate of Applied Science Degree

General Education Requirements: 30-32 (minimum of 25% of total credits)
Professional Requirements: 48
Total Credits: 78-80

Year 1: General Education Requirements	Credit Hours
Human Anatomy with Lab (or Anatomy & Physiology I)	4
Physiology with Lab (or Anatomy & Physiology II)	4
Oral Communications or Public Speaking	3
English Composition I	3
General Psychology	3
Human Growth & Learning/ Lifespan Development	3
Medical Terminology	3
Mathematics Requirement	3
US History or Government, Constitution Requirement	3
General Education Electives	1-3
TOTAL GENERAL EDUCATION: 30-32 Credit Hours	

Year 2: Professional Requirements	Credit Hours
SEMESTER 1: August - December	
OTA 200: Foundations of Occupational Therapy	3
OTA 205: Medical Conditions in Occupational Therapy	3
OTA 210: Activity Analysis and Therapeutic Media	3
OTA 215: Mental Health & Geriatric Practice	3
OTA 215 A: Level I Fieldwork & Lab	1
OTA 250: Functional Kinesiology	2
OTA 250 A: Lab	1
TOTAL: 16 Credit Hours	
SEMESTER 2: January – April	
OTA 220: Pediatric & Adolescent Practice	3
OTA 220 A: Level I Fieldwork and Lab	1
OTA 255: Physical Disabilities Practice	3
OTA 255 A: Level I Fieldwork and Lab	1
OTA 260: Community Practice and Emerging Practice in OT	3
OTA 265: Ethics, Management, & Leadership	3
OTA 270: Preclinical & Professionalism for the OTA	2
TOTAL: 16 Credit Hours	
SEMESTER 3: May-August	
OTA 290: Level II Fieldwork, Rotation A	8
OTA 295: Level II Fieldwork, Rotation B	8
TOTAL: 16 Credit Hours	

TOTAL PROFESSIONAL PROGRAM HOURS: 48
TOTAL PROGRAM: 78-80 Credit Hours

2.4 Program Sequence Credit Hour Distribution: Lecture/Lab/Clinical Hours per Week

Courses	Lecture Credit Hours	Lab Credit Hours	Lab Clock Hours	Clinical Clock Hours	Total Week Clock Hours	Total Credits
Semester 1 – Fall						
Foundations of Occupational Therapy	3	0	0	0	3	3
Medical Conditions in Occupational Therapy	3	0	0	0	3	3
Activity Analysis and Therapeutic Media	3	0	0	0	3	3
Mental Health and Practice and Geriatric Practice, Level I Fieldwork & Lab	3	1	3	4	10	4
Functional Kinesiology	2	1	3	0	5	3
Totals	**14**	**2**	**6**	**4**	**24**	**16**
Semester 2 - Spring						
Pediatric and Adolescent Practice	3	1	3	4	10	4
Physical Disabilities Practice, Level I Fieldwork and Lab	3	1	3	4	10	4
Community Practice and Emerging Practice in OT	3	0	0	0	3	3
Ethics, Management, and Leadership	3	0	0	0	3	3
Preclinical & Professionalism for the OTA	2	0	0	0	2	2
Totals	**14**	**2**	**6**	**8**	**28**	**16**
Semester 3 - Summer						
Level II Fieldwork, Rotation A (8 weeks, Full-time)	8	0	0	320	40	8
Level II Fieldwork, Rotation B (8 weeks, Full-time)	8	0	0	320	40	8
Totals				**640**	**80**	**16**

1-hour Lab = 3 clock hours in structured lab activities overseen by faculty
Clinical experience: 30-40 contact hours = 1 credit (you will work when your fieldwork educator is working)

2.5 Course Descriptions

OTA200 Foundations of Occupational Therapy
This course presents an introduction to occupational therapy; including history, philosophical base, values, ethics, practice framework, and clinical reasoning. Students will learn selected theories and frames of reference as they pertain to interventions in mental health, physical disabilities, pediatrics, and community practice areas. An overview of the occupational therapy process, including assessment, treatment planning, treatment implementation, and discontinuation of intervention will be presented. Role delineation and collaboration of the occupational therapy assistant with other occupational therapy and health care personnel are discussed.

OTA205 Medical Conditions in Occupational Therapy
This course will provide a framework for students to learn about common medical conditions seen by occupational therapy practitioners and to facilitate learning of these conditions from an occupational therapy perspective. It is not intended to emphasize treatment of a *diagnosis*; however, students will learn about specific factors unique to given conditions that may impact an individual's occupational roles and functions. These factors must be understood and analyzed regarding the relative impact on the individual's occupational performance. The knowledge gained from this course is a necessary pre-requisite to *Physical Disabilities Practice*.

OTA210 Activity Analysis and Therapeutae Media of Occupational Therapy
This course is designed to foster various occupations or activities used as therapeutic interventions in occupational therapy. Emphasis on awareness of activity demands, contexts, adapting, grading, and safe implementation of occupations or activities. This course also provides knowledge and use of tools, equipment, and basic techniques of therapeutic media. Emphasis is given to analysis and instruction of activities frequently used as occupational therapy media in multiple community and clinical settings.

OTA215 Mental Health and Geriatric Practice
This course presents the role of the Occupational Therapy Assistant in the psychosocial area as well as the Geriatric population of Occupational Therapy practice. Students will learn selected frames of reference and explore the effects of psychosocial dysfunction on areas of occupation. Students will learn skills necessary to assess, implement and document intervention in a variety of mental health settings and Geriatric settings. Client factors, including culture and diversity, therapeutic interactions and methods are studied. Students will develop skills in administering individual and group interventions, professional communication, conflict negotiation, and advocacy. This course integrates the Occupational Therapy process and collaboration with the Occupational Therapist through its review of advanced, appropriate Occupational Therapy therapeutic interventions and techniques used to enhance functional ability and independence in daily life tasks and occupation for the Geriatric and Mental Health populations. The student incorporates knowledge of the influences of environment, individual, family, culture and access to Occupational Therapy services on occupational performance.

OTA250 Functional Kinesiology
In this course, students use and apply their knowledge of anatomy and physiology to study muscle groups and their functions relative to performing various activities. Analysis of functional movement patterns required for work, self-care, play, and leisure activities is emphasized. Principles and techniques of manual muscle testing and range of motion are practiced, specifically as they relate to the impact on daily activities. Principles of energy conservation, joint protection and work simplification are presented. Prevention, health maintenance and safety procedures relevant to functional activities are reviewed.

OTA220 Pediatric and Adolescent Practice
Treatment of pediatric and adolescent conditions. Normal and delayed development of the infant, child and adolescent are explored. The lab component incorporates theoretical principles and provides opportunities for students to develop assessment, intervention planning and implementation, and documentation skills to address a range of childhood sensory-motor, cognitive, and psychosocial performance deficits. Students will learn to adapt to the environment, tools, materials, and occupations to meet the self-care, work/play, and leisure needs of the pediatric and adolescent population. Lab activities, site visits and Level I fieldwork opportunities will enable students to participate in and apply pediatric and adolescent treatment principles to practice.

OTA255 Physical Disabilities Practice
This course provides in-depth opportunities for students to develop assessment, intervention planning, intervention, and documentation skills to address a wide range of adult and geriatric physical disabilities and conditions typically treated by occupational therapy and occupational therapy assistants. Topics include, but are not limited to, stroke, spinal cord injury, fractures and joint replacement, head injury, and cardiopulmonary disorders. The use of splinting, orthotics, modalities, and assistive technology in treatment will also be presented. Students will learn to adapt to the environment, tools, materials, and occupations to meet the self-care, work, play, and leisure needs of the adult and geriatric population. Lab activities and Level I fieldwork opportunities will enable students to participate in and apply physical disabilities treatment principles to practice.

OTA260 Community Practice and Emerging Practices in Occupational Therapy
Students will learn the basic roles and functions of an occupational therapy practitioner and the role of occupational therapy in medical, educational, and community models, as well as emerging areas of practice that are predicted to grow in the future. Students explore a variety of work settings, and/or types of practice including OT role delineations in community based and non-traditional settings. The student will study specialty areas through case discussion, enhancement of treatment techniques, review of literature, and current trends. Site visits and volunteer opportunities will enable students to participate in and apply occupational therapy assessment and intervention principles to a wide range of community settings including vocational, vocational rehabilitation, home health, and emerging community practice areas. Emphasis will be on community settings in the students' state and geographic region.

OTA 265 Ethics, Management and Leadership
This course focuses on the OTA role in managing and directing occupational therapy services. It covers ethical provision of services, departmental operations, program development, supervisory requirements, personnel development and supervision, professional team building, quality assurance, compliance with regulations, reimbursement, and national and state credentialing requirements. Techniques for developing resume and job interview skills are practiced. The importance and responsibility for on-going OTA professional development, ethical practice, contributing to research and evidence-based practice, attention to emerging practice issues and areas, and international perspectives are explored.

OTA270 Preclinical & Professionalism for the OTA
Pre-Clinical & Professionalism for the OTA focuses on the development of professional behaviors and pre-clinical competencies required for entry-level occupational therapy assistant practice. Students apply occupational therapy theory, critical thinking, ethical reasoning, and evidence-based decision-making to intervention planning and documentation while developing effective communication, therapeutic use of self, advocacy, discharge planning, and professional collaboration skills. Emphasis is placed on accurate and legally sound documentation, ethical practice, and communication with clients, caregivers, and interdisciplinary team members across a variety of practice settings.

OTA290 Level II Fieldwork A
Full-time clinical fieldwork experience in mental health, physical disabilities, geriatric, pediatric and/or community-based practice working under the supervision of an OTR and/or COTA. Focus is on achieving entry-level competence in planning and implementing interventions.

OTA295 Level II Fieldwork B
Full-time clinical fieldwork experience in mental health, physical disabilities, geriatric, pediatric and/or community-based practice working under the supervision of an OTR and/or COTA. Focus is on achieving entry-level competence in planning and implementing interventions.

Daily Class Schedule

Occupational Therapy Assistant Fall 2026 Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30	Foundations OTA 200 8:30 - 9:50				
9:00			Kinesiology Lab OTA 250 On Campus 9:00am - 12:00pm		Foundations OTA 200 9:00 - 10:20
9:30					
10:00	Kinesiology OTA 250 10:00 - 11:20	Kinesiology OTA 250 10:00 - 11:20			
10:30					Activity Analysis OTA 210 10:30 - 11:50
11:00				Mental Health Level I Fieldwork OTA 215 11:00 - 11:50	
11:30	Lunch 11:30 - 12:20	Lunch 11:30 - 12:20			
12:00			Lunch 12:00 - 1:00	Lunch 12:00 - 12:30	
12:30	Activity Analysis OTA 210 12:30 - 1:50	Mental Health & Geriatric Practice OTA 215 12:30 - 1:50		Mental Health & Geriatric Practice OTA 215 12:30 - 1:50	
1:00			Mental Health Lab OTA 215 On Campus 1:00pm - 4:00pm		
1:30					
2:00		Medical Conditions OTA 205 2:00 - 3:20		Medical Conditions OTA 205 2:00 - 3:20	
2:30					
3:00					
3:30					

Occupational Therapy Assistant Spring 2027 Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	Preclinical and Professional Skills OTA 270 9:00 - 9:50		Physical Disabilities Lab OTA 255 On Campus 9:00am - 12:00pm		Preclinical and Professional Skills OTA 270 9:00 - 9:50
9:30					
10:00	Community Practice OTA 260 10:00 - 11:20				Community Practice OTA 260 10:00 - 11:20
10:30					
11:00		Physical Disabilities Level I Fieldwork OTA 255 11:00 - 11:50		Pediatric Level I Fieldwork OTA 220 11:00 - 11:50	
11:30	Lunch 11:30 - 12:20				Lunch 11:30 - 12:20
12:00		Lunch	Lunch 12:00 - 1:00	Lunch	
12:30	Ethics OTA 265 12:30 - 1:50	Physical Disabilities OTA 255 12:30 - 1:50		Pediatric Practice OTA 220 12:30 - 1:50	Ethics OTA 265 12:30 - 1:50
1:00			Pediatrics Lab OTA 220 On Campus 1:00pm - 4:00pm		
1:30					
2:00		Pediatric Practice OTA 220 2:00 - 3:20		Physical Disabilities OTA 255 2:00 - 3:20	
2:30					
3:00					
3:30					

Occupational Therapy Assistant Summer 2027 Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	LEVEL II FW	LEVEL II FW	LEVEL II FW	LEVEL II FW	LEVEL II FW
		1st 8 weeks (May 3 - June 25, 2027) = OTA290 Level II Fieldwork A			
		2nd 8 weeks (June 28- August 20, 2027) = OTA295 Level II Fieldwork B			
5:00					

2026-2027 Important Dates

Fall Session 2026 August 17- December 11	
Classes Begin	**Monday, August 17, 2026**
Labor Day (Holiday)	Monday, September 7, 2026
Midterms Week 9	October 12-15, 2026
Fall Holiday	Friday, October 23, 2026
Central Lab at SFCC	**Wednesday, November 4, 2026**
Veterans Day (Holiday)	Wednesday, November 11, 2026
Thanksgiving Break (Closed)	November 25-27, 2026
Final Exams	November 30 - December 3, 2026
Semester Ends	**Friday, December 11, 2026**

Spring Session 2027 January 4 - April 30	
Classes Begin	**Monday, January 4, 2027**
Martin Luther King (Holiday)	Monday, January 18, 2027
President Day (Holiday)	Monday, February 15, 2027
Midterms Week 9	March 1 - 5, 2027
Spring Break or Fieldwork Option 1	March 8-12, 2027
Spring Break or Fieldwork Option 2	March 15-19, 2027
Spring Holiday (Closed)	Friday, March 26, 2027
Central Lab at SFCC	**Wednesday, April 14, 2027**
Final Exams	April 19-23, 2027
Semester Ends	**Friday, April 30, 2027**

Summer Sessions 2027	OTA Fieldwork A	OTA Fieldwork B
Classes Begin	**Monday, May 3, 2027**	**Monday, June 28, 2027**
Midterm Week	May 24-28, 2027	July 19-23, 2027
Memorial Day (holiday)	Monday, May 31, 2027 - Determined by Fieldwork Site	n/a
Juneteenth (holiday)	June 19, 2027 Determined by Fieldwork Site	n/a
Independence Day (holiday)	n/a	July 4, 2027 Determined by Fieldwork Site
Final Week	June 21-25, 2027	August 16-20, 2027
Classes End	**Friday, June 25, 2027**	**Friday, August 20, 2027**

SECTION III: FACULTY, ADVISING, AND STUDENT SUPPORT

3.1 Faculty and Staff Directory

Brett Butler, MFA, BA, COTA/L

MHPC OTA Program Director
Through December 31, 2026
📍 **Address:** 3201 W. 16th St., Sedalia, MO 65301
📞 **Phone:** 660-596-7361
✉️ **Email:** Bbutler6@sfccmo.edu

Rebecca Throneberry, OTD, OTR/L

MHPC OTA Academic Fieldwork Coordinator
Through December 31, 2026
MHPC OTA Program Director
Beginning January 1, 2027
📍 **Address:** 3201 W. 16th St., Sedalia, MO 65301
📞 **Phone:** 660-596-7381
✉️ **Email:** rthroneberry@sfccmo.edu
🎓 **Student Advisor:** East Central College & Three Rivers College

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Katelyn Milberg, BHS, COTA/L, CLT

MHPC OTA Clinical Instructor
MACC Lab Instructor & Student Advisor
📍 **Main Campus:** 3201 W. 16th Street, Sedalia, MO 65301
📞 **Phone:** 660-596-7352
✉️ **Email:** kmilberg@sfccmo.edu
🏫 **MACC Lab:**
601 Business Loop 70 West, Suite 216
Columbia, MO 65203

Courtney Van Alstine, MOTR/L

MHPC OTA Clinical Instructor
State Fair Community College Lab Instructor
📍 **Address:** 3201 W. 16th Street, Sedalia, MO 65301
📞 **Phone:** 660-596-7353
✉️ **Email:** cvanalstine@sfccmo.edu
🎓 **Student Advisor:** State Fair Community College & North Central Missouri College

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Jacob Heimburger, OTA

MHPC OTA Adjunct Instructor
East Central College OTA Lab
🏫 **ECC Lab**
📍 1964 Prairie Dell Rd.
Union, MO 63084

Jennifer Smith
MHPC OTA Administrative Assistant
Address: 3201 W. 16th Street, Sedalia, MO 65301
Phone: 660-596-7353
Email: jsmith140@sfccmo.edu

3.2 Academic Advising from the Home Campus

The student is assigned a faculty advisor from the corresponding home campus with knowledge and understanding specific to the MHPC OTA Program requirements.

This advisor assists in planning the educational program, helps with scholastic problems, and serves as a resource about opportunities and options on campus, i.e. Learning Center, Counseling Services, and Financial Aid. In addition, students have access to the OTA Program Director through virtual informational sessions, e-mail, phone contact, and scheduled meetings facilitated by the "home" campus. Prospective students are invited to contact the MHPC Admissions Coordinator to receive feedback on admissions processes and policies.

3.3 Professional Year Advising

During the professional program year, each student is assigned an OTA faculty advisor who provides guidance regarding academic performance, professional behaviors, program-related concerns, and progress toward becoming an occupational therapy assistant.

Students are required to complete a **Student Professional Development Self-Evaluation** (see Appendix B) twice each semester during the fall and spring terms. Upon completion, students submit the evaluation electronically to the OTA Administrative Assistant, who distributes the forms to the appropriate MHPC faculty advisor based on the student's OTA lab location.

Faculty advisors review the self-evaluations, assess student performance, and provide written feedback at least once per semester or more frequently, as needed. Routine face-to-face advising meetings are not required each semester; however, students may request a meeting with their faculty advisor at any time.

If concerns related to academic performance, professional behaviors, or overall program progression are identified through the advising process, the faculty advisor may require a face-to-face meeting with the student. Students who receive a rating of Needs Improvement or Unsatisfactory are required to meet with their faculty advisor to develop a **Learning Contract** (see Appendix C) and discuss strategies for success. Depending on the nature or severity of the concerns, an additional meeting with the OTA Program Director may also be required.

Student Advising during the Summer Semester (OTA 290 & OTA 295) will be completed by the student's Fieldwork Educator and reviewed weekly by the Academic Fieldwork Coordinator, as outlined in the OTA 290/295 Syllabus.

This advising process supports ongoing student self-reflection, professional growth, and early identification of areas requiring additional support to promote successful progression through the OTA program.

Faculty Office Hours

Each faculty advisor will have office hours on the campus to which they are assigned. Students are encouraged to take advantage of these periods when faculty members have arranged advisement times for students. Appointments can be made individually with a faculty member, the program director, or the academic fieldwork

coordinator when a special need arises. In addition, students will be provided with phone numbers and e-mails for all faculty members for convenient access and ongoing communication opportunities

Mr. Butler	By appointment only	
Dr. Throneberry	Mondays	2:00pm - 3:00pm
Mrs. Milberg	Thursdays	9:00am - 10:00am
Mrs. Van Alstine	Tuesdays	9:00am - 10:00am

3.4 Professional Organizations

A graduate of the MHPC OTA program is expected to assume responsibility for continuing competency and to maintain a commitment to the professional organization. A student's involvement and membership in the American Occupational Therapy Association (AOTA) is mandatory. In addition to professional accountability, membership is required as students will utilize multiple member resources available on the AOTA website. These resources will take the place of required texts. Examples of opportunities available for professional leadership development are listed below:

American Occupational Therapy Association Membership

Membership in the American Occupational Therapy Association (AOTA) is a professional obligation. Benefits include weekly and monthly periodicals, discounts on publications, access to loans, grants and fellowships, professional meetings and educational sessions with discounts. This organization is the practice voice of the occupational therapy profession. By becoming a member, the student is acting in support of the profession. In addition, students are strongly encouraged to join their state occupational therapy associations, such as the Missouri Occupational Therapy Association (MOTA).

Class Representatives: Missouri Health Professions Consortium

MHPC OTA students are represented by a class representative from each campus. While specific duties may vary, class representatives serve as a liaison between students and faculty. Their role is to foster collaborative relationships, communicate student concerns and feedback, support discussion of academic and program-related issues, and promote participation in program activities. Through effective communication, class representatives help ensure that students remain informed, engaged, and connected to the program.

3.5 Access, Equity, and Student Rights

Americans with Disabilities Act (ADA) (Policy 502)

It is the intent of the MHPC OTA Program that compliance with the Americans with Disabilities Act shall be a high priority. Appropriate changes will be made and accommodation provided to qualified individuals with disabilities, unless doing so would pose an undue burden on the institution's resources or would fundamentally alter the nature of a program.

Students who have disabilities that qualify under the Americans with Disabilities Act (ADA) should register with their home campus if requesting accommodations and/or assistance. All members of the Missouri Health Professions Consortium comply with ADA guidelines. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the course instructor immediately and contact the Access/ADA Office at your college to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. Students may register for assistance through their respective home

campuses. The student's home campus is the point of contact for issues related to accommodations. The MHPC OTA Program supports and upholds the policies of the partnering community colleges. If the student has difficulty identifying the appropriate contact at his/her respective college, the MHPC OTA Program Faculty and Program Director will assist him/her with making contact and accessing the services needed.

Notice of Non-Discrimination (Policy 501)

The Missouri Health Professions Consortium and its member institutions do not discriminate based on race, color, religion, sexual orientation, genetics, national origin, ancestry, gender, age, disability, veteran status, and marital or parental status in admissions, programs and activities, and employment. Inquiries concerning nondiscrimination should be directed to the student's home campus. The student's home campus is the point of contact for issues related to discrimination.

The MHPC OTA Program supports and upholds the policies of the partnering community colleges. If the student has difficulty identifying the appropriate contact at his/her respective college, the MHPC OTA Program Faculty and Program Director will assist him/her with making contact and accessing the services needed.

Title IX Statement

The MHPC OTA Program will not tolerate a hostile environment. Thus, prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence.

Intellectual Pluralism

The MHPC Program welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the Program Director or administrative representative from their home campus. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

3.6 Student Support Services

Students seeking support related to ADA accommodations/disability services, adaptive equipment, library services, testing services, tutoring or learning support, mental health or counseling services, financial aid assistance, food insecurity, housing resources, or employment needs should contact their home campus support offices**.** Students may also seek assistance and referrals from their OTA faculty advisor, OTA instructor, or the OTA Administrative Assistant**.** These individuals can help connect students with the appropriate resources and services available through the college.

Technology Support

SFCC Help Desk provides technical support 24/7 for students enrolled in our MHPC courses. Call toll free at (866) 295-3070 for technical support. ITS Knowledge Base website https://www.sfccmo.edu/its-knowledge-base/

Course Registration (Policy 505)

Once the student has been accepted into the MHPC Occupational Therapy Assistant (OTA) Program, and all prerequisites have been completed with satisfactory grades, the student may register for the classes required for the professional phase of the program.

All OTA students are subject to the procedures of registration as published in their home college student handbook and therefore should refer to their home college student handbook for registration specifics.

SECTION IV: ACADEMIC POLICIES

4.1 Academic Standards

The MHPC OTA Program is committed to preparing graduates who meet established professional and accreditation standards. Students are expected to demonstrate academic achievement, critical thinking skills, and the ability to apply theory to practice throughout the program.

Because the OTA curriculum is sequential, students who do not successfully complete the requirements of a semester will not be permitted to progress to the next semester. Failure to maintain minimum academic standards may result in dismissal from the program.

To graduate, students must:

- Earn a cumulative GPA of 2.5 or greater in professional coursework.
- Successfully complete all fieldwork requirements.
- Complete all Level II Fieldwork requirements within one calendar year of completing the didactic portion of the program unless otherwise approved according to program policy.

4.2 Grading Scale and Course Passing (Policy 510)

The MHPC OTA Program utilizes a grading system designed to evaluate student achievement of course learning outcomes and measure readiness for fieldwork education and entry-level practice. Academic standards are established to support student success, professional competency, and preparation for the National Board for Certification in Occupational Therapy (NBCOT) examination.

The MHPC OTA Program requires students to meet minimum grading standards to demonstrate competency in professional coursework. Students must earn a minimum final grade of 75% (C) in all OTA professional courses to progress in the program. For courses that include multiple integrated components, students must achieve a minimum grade of 75% (C) in each required component and overall grade of 75% (C) to successfully pass the course. This includes:

- Three-in-one courses: Lecture, laboratory, and fieldwork components.
- Two-in-one courses: Lecture and laboratory components.

Failure to achieve a minimum grade of 75% in any required course component will result in failure of the course, regardless of the overall course average. Grades below 75% are considered failing and are subject to remediation and/or repetition in accordance with MHPC OTA Program policies.
This policy supports readiness for fieldwork, preparation for the NBCOT certification examination, and aligns with ACOTE standards requiring students to demonstrate competency prior to progression.

Letter grades should reflect the degree to which the student has achieved the learning outcomes specified in the course syllabi. The grading scale is used to:

- Promote consistency in evaluation across OTA courses.
- Measure student mastery of course content and required competencies.
- Provide meaningful feedback regarding academic performance and progression.
- Support student readiness for clinical education and professional practice.

Note: Level II Fieldwork is graded on a Pass/Fail basis and is not subject to the letter-grade scale above.

MHPC OTA Grading Scale

Percentage	Letter Grade	Performance Level
93 – 100%	A	Excellent
85 – 92%	B	Above Average
75 – 84%	C	Satisfactory (minimum passing)
70 – 74%	D	Unsatisfactory
Below 70%	F	Failing

Minimum Passing Requirements

- Students must earn a minimum final grade of 75% (C) in all OTA professional courses.
- Students enrolled in courses with multiple integrated components must earn a minimum grade of 75% (C) in each required component:
    - Three-in-one courses: Lecture, laboratory, and fieldwork.
    - Two-in-one courses: Lecture and laboratory.
- Failure to earn a minimum grade of 75% in any required component will result in failure of the course, regardless of the overall course average.
- Grades below 75% are considered failing.
- Students earning below 75% in a course or required component are subject to remediation and/or course repetition in accordance with OTA Program policies.

Course Progression

- Students who successfully achieve the minimum required grade in all OTA professional courses and required course components may progress to subsequent OTA courses, fieldwork experiences, and program milestones.
- Students who do not achieve the minimum passing standard will not be permitted to progress to subsequent OTA coursework or fieldwork until program requirements have been satisfied.
- Progression decisions will be reviewed by the OTA Program Director and/or designated faculty in accordance with institutional and program policies.
- Students must satisfactorily complete all prerequisite OTA coursework and meet all progression requirements before enrolling in subsequent OTA courses or fieldwork experiences.
- Students may repeat a failed OTA professional course only in accordance with the OTA Program Progression and Readmission Policy.

Academic Support and Early Intervention

Students are encouraged to seek assistance promptly when academic difficulties arise. Faculty, academic advisors, tutoring services, and other campus resources are available to support student success.

Remediation and Course Repetition

- Students must earn a minimum final grade of 75% (C) in all OTA courses and a minimum grade of 75% in each required lecture, laboratory, and fieldwork component.
- An overall course grade of 75% or higher does not supersede a failing grade in any individual course component.
- Students not meeting these requirements will fail the course and must repeat the entire course before progressing within the OTA Program.
- Successful completion of all OTA coursework and fieldwork requirements is required for program

progression and completion.
- Repeated course enrollment is subject to program capacity, sequencing requirements, and any applicable college policies.

Academic Records and Notification

- Final course grades, including all graded components, will be maintained in the college's official grading system.
- Students will be notified of academic standing, progression status, and any required remediation, probationary actions, or course repetition requirements following the determination of final grades.
- Final grades become part of student's permanent academic record and are posted at the conclusion of each academic term.
- Academic records are maintained through the student's home institution and may be accessed through the home campus student information system. Students with outstanding financial obligations or other institutional holds may be restricted from accessing grades, transcripts, diplomas, or other academic records until such obligations have been satisfied.
- Official transcripts may be requested through the Registrar's Office as the student's home campus in accordance with institutional policies and procedures.

Honor Roll Recognition

Academic honors are awarded according to the policies of each student's home institution. The MHPC OTA Program recognizes and supports the honor roll and academic recognition systems established by participating community colleges.

Appeals

Students who believe a grading error has occurred or who have experienced documented extenuating circumstances may appeal according to the procedures outlined in the MHPC OTA Academic Grievance and Appeals Process.

All appeals will be reviewed in accordance with program and institutional policies.

4.5 Examination and Testing Policy (Policy 511)

The MHPC OTA Program utilizes examinations to assess student mastery of course content, clinical reasoning, and readiness for fieldwork and professional practice. Examination performance also supports preparation for the NBCOT examination.

Examination Expectations

Students are expected to:

- Complete all examinations on scheduled date and time.
- Arrive prepared with required materials and technology.
- Adhere to all testing procedures and academic integrity standards.
- Demonstrate professional conduct during all testing activities, whether conducted in person or remotely.

Online and Remote Testing

For online or remotely proctored examinations:

- Students must have a functioning camera and internet connection.
- Cameras must remain on and visible for the entire examination period.

- Failure to comply with camera requirements may result in a maximum examination score of 75% regardless of actual performance.
- Students experiencing technology difficulties are responsible for notifying the instructor and making appropriate testing arrangements before the examination beings.

Minimum Examination Requirements

To demonstrate competency in OTA coursework, students must:

- Earn a minimum score of **75%** on all midterm and final examinations.
- Meet all examination requirements identified in the course syllabus.
- Successfully demonstrate competency in content areas essential to safe and effective occupational therapy practice.

Examination Retake Policy

Students who earn less than 75% on a midterm or final examination will be required to complete a retake examination.

Retake Procedures

- One retake opportunity is permitted for each midterm examination and each final examination.
- Retake examinations will be scheduled by the course instructor within a designated timeframe.
- The format of the retake examination is determined by the instructor and may include:
    - Written examination
    - Oral examination
    - Multiple-choice examination
    - Practical assessment
    - Other competency-based assessment methods

Students who successfully achieve a passing score on a retake examination will receive a maximum recorded examination grade of 75%.

If a passing score is not achieved on the retake examination, the higher score earned between the original examination and the retake examination will be recorded.

Students who fail to achieve a passing score on both the original comprehensive examination and its associated retake in a second OTA course may be subject to dismissal from the OTA Program.

Students are permitted only one retake opportunity per midterm examination and one retake opportunity per final examination.

- No additional retake opportunities will be granted except as otherwise required by approved institutional accommodations or program policies.

Examination Remediation

Students who score below 75% on a midterm examination may be required to complete an **OTA Program Student Exam Review and Remediation Form** (Appendix D) review with faculty.

This process is designed to:

- Identify knowledge deficits and testing challenges.
- Evaluate clinical reasoning and content mastery.
- Develop individualized remediation plans.

- Promote preparation for future coursework and NBCOT examination success.

Make-Up Examinations

Make-up examinations may be approved for documented circumstances such as:

- Illness
- Medical emergencies
- Death of an immediate family member
- Other significant and documented extenuating circumstances

To be considered for a make-up examination, students must:

- Notify the course instructor before the examination whenever possible.
- Provide documentation upon request.
- Complete the make-up examination within 24 to 48 hours of the original testing date unless otherwise approved.

Failure to communicate appropriately or complete the examination within the designated timeframe may result in a grade of zero.

Examination Appeals

Students who believe a grading error has occurred or who have experienced documented extenuating circumstances may appeal according to the MHPC OTA Academic Grievance and Appeals Procedure.

4.6 Laboratory Competency and Checkout Requirements (Policy 514)

Laboratory competency assessments are designed to ensure students demonstrate the skills, safety awareness, and clinical reasoning required for occupational therapy practice. Competency validation is a progression requirement within the MHPC OTA Program.

Laboratory Competency Expectations

Students must:

- Complete all assigned laboratory competencies by established deadlines.
- Demonstrate safe and effective performance of required skills and procedures.
- Meet all safety standards and critical performance expectations.
- Successfully perform all identified safety-critical elements of each competency.

Laboratory competencies are evaluated using standardized grading rubrics and established performance criteria.

Minimum Competency Standard

Students must achieve:

- A minimum score of **75%**, and
- Successful completion of all identified safety-critical components to demonstrate competency.

Failure to meet either requirement constitutes unsuccessful completion of the competency assessment.

Remediation and Retesting

Students who do not achieve competency may be provided opportunities for remediation and reassessment as determined by the instructor.

Students who fail to demonstrate competency by the third attempt may be required to participate in a faculty-directed remediation plan.

Failure to demonstrate competency after remediation may:

- Result in failure of the laboratory competency requirement.
- Affect successful course completion.
- Delay progression within the OTA Program.

Documentation of competency assessments and remediation activities will be maintained in accordance with institutional and program policies.

4.7 Attendance Policy (Policy 512)

Attendance is considered an essential component of professional behavior and academic success. Consistent participation in lectures, laboratories, fieldwork experiences, and other learning activities supports student learning, competency development, and compliance with federal financial aid requirements.

Attendance Expectations

Students are expected to:

- Attend all scheduled classes, laboratories, fieldwork experiences, and required program activities.
- Arrive on time and prepare to participate.
- Engage actively in learning activities.
- Demonstrate professional responsibility regarding attendance and punctuality.

Attendance, participation, and punctuality may affect both academic and professional evaluations.

Planned Absences

Students who anticipate an absence must notify:

- The course instructor, and
- The OTA Program Administrative Assistant

at least 24 hours before the scheduled class or activity whenever possible.

Advance notice does not automatically result in an excused absence.

Examples of potentially excused absences include:

- Personal illness
- Medical emergencies
- Death of an immediate family member
- Approved institutional activities
- ADA accommodations
- Other approved circumstances

Examples of unexcused absences include:

- Vacations
- Work obligations

- Routine appointments
- Personal scheduling conflicts

Unplanned Absences
Students experiencing an unexpected absence should notify the instructor and Administrative Assistant as soon as possible.

The instructor will determine:
- Whether missed work may be completed.
- Whether alternative assignments are appropriate.
- Whether competency activities require rescheduling.

Communication Requirements
Students who anticipate arriving late must notify the instructor and the OTA Administrative Assistant via text, voicemail, or email before the start of class.

Failure to communicate an absence may be considered a **No Call, No Show** and may result in disciplinary action, including possible dismissal from the professional portion of the program.

Laboratory Absences
Because laboratory experiences involve skill development and competency assessment:
- Make-up opportunities are not guaranteed.
- In-lab quizzes generally cannot be made up.
- Competency assessments may only be rescheduled with instructor approval.

Tardiness
Students are expected to arrive on time for all learning activities.

Late arrival to quizzes, examinations, laboratory activities, or competency assessments may result in 75% being the highest grade you earn on the quiz, midterm, or final.

Repeated tardiness is considered unprofessional behavior and may result in:
- Professionalism citations
- Learning contracts
- Other corrective action, up to and including dismissal from the professional year of the program.

Excessive Absences
If a student misses two consecutive weeks of class during a regular 16-week semester, they will be dropped from the course unless a valid, documented justification is approved by the Instructor, Program Director, and Dean.

Any student who misses more than 25% of scheduled course meetings may be dropped from the course at the instructor's discretion if it is determined that the student cannot meet the course requirements.

4.8 Missed and Make-Up Work Policy (Policy 513)
Students are responsible for completing and submitting all required coursework by the deadlines established by the instructor. Timely completion of assignments reflects professional accountability and is essential for successful progression within the OTA Program.

Assignment Submission

Students must submit assignments according to the directions and deadlines provided in the course syllabus or assignment instructions.

Assignments submitted after the published deadline may be subject to grade penalties.

Late Work

Unless otherwise specified in the course syllabus:

- Late assignments may receive a deduction of up to 25% of the earned score.
- Assignments submitted more than five calendar days after the due date will not be accepted and will receive a grade of zero.

Activities Not Eligible for Late Submission

The following may not be eligible for late submission or make-up opportunities:

- Laboratory competencies
- Practical examinations
- Presentations
- Discussion activities
- In-class assignments
- Other activities identified by the instructor

Alternative assignments may be permitted at the instructor's discretion.

Extenuating Circumstances

Students experiencing documented extenuating circumstances should notify the instructor as soon as possible.

Reasonable accommodations or alternative deadlines may be considered on a case-by-case basis when supported by appropriate documentation.

Professional Responsibility

Repeated late submissions, missed assignments, or failure to communicate appropriately may be considered a professionalism concern and may result in corrective action, including remediation, learning contracts, professionalism citations, or other actions consistent with program policies.

4.9 Tutoring and Open Lab Opportunities (Policy 515)

The MHPC Occupational Therapy Assistant (OTA) Program is committed to supporting student success through academic assistance, skill development, and competency enhancement opportunities. Tutoring and open laboratory sessions are designed to provide students with additional instruction, supervised practice, and preparation for laboratory competencies, practical examinations, and fieldwork experiences.

Tutoring Services

Tutoring may be available to students who:

- Seek additional assistance with course content.
- Require support in developing study strategies.

- Need remediation related to academic performance.
- Wish to strengthen clinical reasoning and professional knowledge.

Tutoring opportunities are scheduled at the discretion of the course instructor and/or Program Director based on student needs and faculty availability.

Open Laboratory Sessions

Open laboratory sessions provide students with supervised opportunities to practice skills and improve competency performance in a safe learning environment.

Open labs may be used for:

- Additional practice of laboratory skills and procedures.
- Preparation for competency assessments, practical examinations, and checkouts.
- Faculty-directed remediation activities.
- Retaking approved competency assessments or laboratory checkouts.

Scheduling and Attendance

- Open laboratory sessions may be offered in person or virtually and are available by appointment only.
- Students must schedule appointments in advance to ensure instructor availability and appropriate supervision.
- Participation in tutoring and open laboratory sessions may be recommended or required by faculty as part of a remediation or academic success plan.

4.10 Generative Artificial Intelligence (AI) Policy (Policy 519)

The MHPC Occupational Therapy Assistant (OTA) Program recognizes that artificial intelligence (AI) technologies are becoming increasingly integrated into higher education and healthcare practice. Students are expected to use AI tools responsibly, ethically, and in accordance with academic integrity standards.

Using AI within OTA coursework is governed by a Red Light, Yellow Light, Green Light framework. Individual course instructors will identify the designation for each assignment or learning activity.

Red Light: AI Use Prohibited

For assignments or activities designated as **Red Light**, students may not use generative AI tools for any portion of the assignment.

- Prohibited uses include:
- Writing or drafting content
- Editing or revising work
- Generating responses or answers
- Completing assignments on the student's behalf

Students must rely solely on their own knowledge, critical thinking, clinical reasoning, and academic skills. Unauthorized AI use in a Red Light assignment will be considered academic misconduct and may result in disciplinary action.

Yellow Light: Limited AI Use

For assignments designated as **Yellow Light**, students may use AI tools only for brainstorming and idea generation.

- Permitted uses include:
- Exploring topics
- Generating ideas
- Creating preliminary outlines
- Identifying concepts for further research

Students must independently complete all writing, editing, analysis, and final submission requirements.

Any use of AI beyond these approved purposes may be considered a violation of academic integrity.

Green Light: AI Use Permitted

For assignments designated as **Green Light**, students may utilize approved AI tools to support the learning process.

Permitted uses may include:

- Brainstorming and refining ideas
- Developing outlines
- Exploring topics and concepts
- Refining research questions
- Reviewing grammar, mechanics, and writing style

Students are responsible for verifying the accuracy of all AI-generated information and must appropriately disclose the use of AI as directed by the course instructor.

AI Use During Fieldwork Experiences

The use of AI during fieldwork and clinical experiences requires careful consideration of professional ethics, patient confidentiality, and patient safety.

Students must:

- Comply with all HIPAA, privacy, and confidentiality requirements.
- Never enter protected health information into AI platforms.
- Verify AI-generated information using evidence-based resources and clinical judgment.
- Follow all fieldwork site policies regarding technology and AI use.
- Recognize that AI-generated recommendations do not replace professional judgment, supervisory guidance, or evidence-based practice.

Failure to comply with AI usage expectations may result in academic or disciplinary action.

4.11 Academic Integrity and Academic Honesty

Academic integrity is fundamental to the educational mission of the MHPC OTA Program and the occupational therapy profession. Students are expected to conduct themselves honestly and ethically in all academic activities.

Academic dishonesty undermines learning, compromises professional development, and is inconsistent with the ethical standards expected of future occupational therapy practitioners.

Academic Dishonesty (Policy 503)

Academic dishonesty includes, but is not limited to:

- Cheating on examinations, quizzes, or assignments.
- Plagiarism, including the use of another person's ideas, words, or work without appropriate citation.
- Submitting work completed by another individual as one's own.
- Unauthorized collaboration on assignments intended to be completed independently.
- Sharing examination content with students who have not yet completed the assessment.
- Possessing or distributing unauthorized examination materials.
- Falsifying academic records or coursework.
- Unauthorized use of artificial intelligence or other technologies in violation of course requirements.
- Allowing another student to copy or use your work.

Expectations

Students are responsible for:

- Completing their own work.
- Providing proper citations and references.
- Following instructor directions regarding collaboration and AI use.
- Maintaining examination security and confidentiality.
- Adhering to both MHPC OTA Program policies and the policies of their home institution.

Violations and Consequences

Academic dishonesty is considered a serious offense and may result in:

- Assignment or examination failure.
- Course failure.
- Learning contracts or remediation plans.
- Professionalism citations.
- Referral to the student's home institution.
- Dismissal from the OTA Program.

Students dismissed for academic dishonesty may not be eligible for readmission to the OTA Program.

4.12 Academic Grievance and Appeals Procedure (Policy 504)

The MHPC OTA Program encourages students to address concerns promptly and professionally. Students have the right to appeal academic decisions and file grievances related to academic matters through established program and institutional procedures.

Academic grievances may include concerns related to:

- Grades and grading practices
- Academic policies and procedures
- Attendance decisions
- Classroom concerns
- Faculty or instructional staff actions
- Other academic matters

Informal Resolution

Whenever possible, students are encouraged to address concerns directly with the faculty member or staff member involved before initiating a formal appeal.
Students may also elect to utilize grievance procedures available through their home institution.

Formal Appeal Process

If the concern remains unresolved, the student may submit a written appeal to the OTA Program Director within **five (5) business days** of the decision or event being appealed.

The written appeal should include:

- A description of the concern
- Relevant supporting documentation
- The requested resolution

The Program Director will review the appeal, consult with involved parties, and provide a written response within **ten (10) business days** whenever possible.

Home Institution Review

If the student is not satisfied with the Program Director's decision, the student may request review through the grievance procedures of their home institution.

The Program Director will collaborate with appropriate home campus representatives, including academic administrators and deans, to ensure compliance with institutional policies.

Grade Appeals

Grade appeals must be submitted no later than **two weeks after the final course grade has been officially recorded**.

Faculty will maintain records related to grade appeals in accordance with institutional requirements.
The MHPC OTA Program will maintain records documenting student complaints and their resolution.

4.13 Academic Dismissal and Readmission (Policy 509)

Students admitted to the MHPC OTA Program are expected to maintain the academic, professional, and ethical standards required of future occupational therapy assistants.

Failure to meet program expectations may result in dismissal from the OTA Program.

Grounds for Dismissal

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

- Failure to meet academic progression requirements.
- Failure to complete graduation or fieldwork requirements within established timelines.
- Academic dishonesty or plagiarism.
- Violations of professional or ethical standards.
- Behaviors that jeopardize the safety or well-being of patients, classmates, faculty, or community members.

- Failure to maintain the physical or mental health requirements necessary for participation in the program, as determined through appropriate professional review.

At-Risk Students and Remediation

Faculty members strive to identify concerns early and provide students with opportunities for improvement.

Prior to dismissal, students may receive:

- Academic advising
- Remediation opportunities
- Learning contracts
- Professionalism citations
- Referrals to support services

The Program Director, faculty, and home campus representatives may work collaboratively to develop a corrective action plan when appropriate.

Learning Contracts (Policy 516) (Appendix C)

When concerns regarding academic performance or professional behavior arise, a Learning Contract may be implemented to:

- Identify areas of concern.
- Establish performance expectations.
- Outline timelines for improvement.
- Define consequences for failing to meet expectations.

Students are expected to actively participate in the remediation process and comply with the requirements outlined in the Learning Contract.

Dismissal Process

If a student fails to achieve satisfactory improvement or continues to violate program standards, dismissal may occur.

Dismissal decisions will be made in consultation with appropriate home campus representatives and in accordance with institutional policies and procedures.

Readmission

Students who withdraw or are dismissed may be eligible to apply for admission to a future cohort.

Readmission is not guaranteed and may be contingent upon:

- Available program space
- Review of previous academic and professional performance
- Completion of required remediation activities
- Compliance with any conditions established by the Program Director and home institution

Appeals related to dismissal or readmission will be handled according to the policies and procedures of the student's home institution.

SECTION V: PROFESSIONAL BEHAVIOR AND STUDENT CONDUCT

5.1 Professional Code of Conduct (Policy 517)

The Missouri Health Professions Consortium (MHPC) Occupational Therapy Assistant (OTA) Program is committed to preparing graduates who demonstrate professional behaviors consistent with the expectations of the occupational therapy profession, the Accreditation Council for Occupational Therapy Education (ACOTE), and the American Occupational Therapy Association (AOTA) Code of Ethics.

Professional behavior is an essential component of academic success, fieldwork readiness, and entry-level occupational therapy practice. Students are expected to consistently demonstrate professionalism in all learning environments, including classroom instruction, laboratory experiences, fieldwork preparation, virtual learning environments, community activities, and interactions with faculty, peers, clients, and healthcare professionals.

Professional Expectations

Students are expected to:

- Demonstrate respect, responsibility, accountability, and integrity in all academic and professional activities.
- Adhere to the AOTA Code of Ethics and all MHPC OTA Program policies.
- Maintain professional relationships and therapeutic use of self.
- Communicate effectively and professionally with faculty, peers, clients, staff, and fieldwork educators.
- Accept responsibility for personal actions and decisions.
- Respond appropriately to constructive feedback.
- Demonstrate sound judgment and ethical decision-making.
- Meet deadlines and fulfill academic and program responsibilities.
- Behave in a manner that promotes safety, professionalism, and positive representation of the occupational therapy profession.

Professionalism is evaluated throughout the program and is considered a requirement for progression, fieldwork placement, and graduation.

5.2 Professional Expectations

Faculty monitors professional behaviors throughout coursework, laboratory activities, simulations, service-learning experiences, and fieldwork preparation.

Professional behavior is evaluated in the following areas:

Attendance and Reliability

- Arrives on time and prepared for all learning activities.
- Communicates absences and schedule conflicts appropriately.
- Demonstrates dependability and accountability.

Preparedness and Accountability

- Completes assignments and required activities on time.
- Brings required materials and equipment.
- Assumes responsibility for personal learning and professional growth.

Communication

- Uses respectful, professional verbal and written communication.
- Demonstrates active listening skills.
- Maintains appropriate therapeutic and professional interactions.

Ethical Behavior

- Maintains confidentiality.
- Demonstrates ethical judgment and decision-making.
- Complies with the AOTA Code of Ethics.

Professional Collaboration

- Works cooperatively with peers, faculty, and healthcare professionals.
- Participates constructively in group activities.
- Demonstrates respect for diverse perspectives and experiences.

Safety and Clinical Responsibility

- Consistently follows safety procedures and infection-control practices.
- Demonstrates sound clinical judgment.
- Maintains awareness of client, peer, and personal safety.

Professional Appearance

- Adheres to program and fieldwork dress code requirements.
- Maintains appropriate grooming and personal hygiene.

Professional Development

- Accepts feedback professionally.
- Demonstrates self-reflection and continuous improvement.
- Actively engages in professional growth opportunities.

5.3 Professionalism Communications

Professional communication is expected in all interactions related to the OTA Program.

Students are expected to:

- Communicate respectfully with faculty, staff, peers, clients, and fieldwork educators.
- Use professional language in verbal, written, and electronic communications.
- Respond to faculty and program communications in a timely manner.
- Address questions and concerns through appropriate channels.
- Maintain confidentiality when discussing academic or clinical experiences.
- Demonstrate professional behavior when communicating through email, learning management systems, phone calls, text messages, and virtual platforms.

Failure to maintain professional communication standards may result in remediation or disciplinary action.

5.4 Social Media Conduct (Policy 521)

Students are expected to demonstrate professionalism and maintain confidentiality in all online activities and electronic communications.

Confidentiality and Privacy

Students shall not post, share, discuss, photograph, record, or transmit information related to:

- Clients or patients
- Clinical experiences
- Clinical facilities
- Fieldwork sites
- Healthcare professionals
- Any information that could directly or indirectly identify an individual or facility

This prohibition applies to all electronic communication platforms, including:

- Facebook
- Instagram
- TikTok
- X (Twitter)
- Snapchat
- Blogs and discussion forums
- Email
- Text messaging and messaging applications

Students must comply with all applicable privacy laws, including HIPAA requirements.

Professional Online Conduct

Students should recognize that online content may be viewed by employers, fieldwork educators, faculty, clients, and members of the public.

Students shall not post content that is:

- Harassing or discriminatory
- Threatening or intimidating
- Unlawful
- Inconsistent with professional standards
- Damaging to the reputation of the OTA profession, MHPC, or affiliated institutions

Faculty-Student Social Media Boundaries

To maintain professional boundaries, students should refrain from initiating or accepting personal social media connections with OTA faculty while enrolled in the program.

Violations of this policy may result in disciplinary action, fieldwork consequences, or dismissal from the program.

5.5 Dress Code Policy (Policy 522)

Professional appearance contributes to client safety, infection control, therapeutic rapport, and the professional image of occupational therapy. Students are expected to maintain a professional appearance and comply with all program and fieldwork site dress code requirements.

Required Program Attire

Students must wear Charcoal Gray or Pewter Gray scrubs during:

- On-campus laboratory sessions
- Designated virtual class sessions, as directed by faculty
- Community-based learning experiences
- Fieldwork visits and clinical experiences
- Other program activities requiring professional attire

Scrubs must be clean, appropriately fitted, and in good condition.

Name Badge

Students must wear their MHPC OTA Program name badge whenever representing the program in a professional setting unless otherwise directed by a fieldwork site.

Professional Appearance Standards

Students are expected to:

- Maintain good personal hygiene and grooming.
- Wear clean, professional, and modest attire.
- Ensure clothing allows safe participation in therapeutic activities.
- Wear closed-toe, closed-heel shoes during laboratory and clinical activities.
- Maintain clean, short fingernails in accordance with infection-control standards.
- Avoid excessive jewelry, fragrances, and accessories that may create safety concerns.
- Keep hair clean, neat, and secured as necessary for safety.
- Comply with facility-specific requirements regarding tattoos and body piercings.

Fieldwork Site Requirements

Students must comply with all dress code, grooming, identification, and appearance requirements established by assigned fieldwork sites. When site requirements are more restrictive than program expectations, the fieldwork site's requirements take precedence.

Fieldwork sites may remove students from participation if dress or appearance standards are not met.

Noncompliance

Failure to comply with dress code expectations may result in removal from class, laboratory activities, fieldwork experiences, or other program-related activities until compliance is achieved. Such action may impact attendance, participation, and progression in the OTA Program.

5.6 Virtual Classroom and Zoom Expectations (Policy 520)

As a distance education program, the MHPC OTA Program expects students to maintain professional standards during all virtual learning activities.

Virtual Classroom Expectations

Students are expected to:

- Treat faculty, staff, guest speakers, and classmates with respect.
- Participate actively in class discussions and learning activities.
- Minimize distractions and multitasking during class sessions.

- Maintain professional demeanor and conduct throughout the class session.

Camera Requirements

- Cameras must remain on during synchronous learning activities unless prior approval has been granted.
- Students must be clearly visible during class sessions.
- Adequate lighting must be maintained.

Microphone Requirements

- Students must follow instructor directions regarding microphone use.
- Microphones may be required to remain unmuted for participation and engagement purposes.

Professional Attire

Students may be required to wear program-approved scrubs during virtual class sessions as directed by faculty.

Noncompliance

Failure to comply with virtual classroom expectations may result in:

- Removal from the class session
- Loss of attendance or participation credit
- Professionalism citations
- Additional disciplinary action

5.7 Student Conduct and Ethical Behavior

Students are expected to conduct themselves in a manner consistent with the standards of the occupational therapy profession.

Examples of conduct that may result in disciplinary action include:

- Violations of the AOTA Code of Ethics
- Academic dishonesty
- Breaches of confidentiality
- Unsafe behavior
- Harassment, intimidation, or bullying
- Insubordination
- Disruptive classroom behavior
- Failure to comply with program or fieldwork policies
- Conduct that may endanger clients, peers, faculty, or staff

Students are additionally subject to the student conduct policies of their home institution.

Failure to comply with program standards may result in remediation, probation, fieldwork delay, suspension, or dismissal from the program.

5.8 Professionalism Concerns and Remediation

Faculty are committed to supporting students' academic, clinical, and professional development. When professionalism concerns arise, faculty will work with students to identify concerns, establish expectations, and promote professional growth.

Professionalism Intervention Process

Professional concerns may be addressed through a progressive intervention process.

Level 1: Faculty Coaching

- Verbal or written notification of concern
- Faculty guidance and coaching
- Review of expectations

Level 2: Faculty Advisor Intervention

- Meeting with faculty advisor and/or Academic Fieldwork Coordinator
- Written Professionalism Citation
- Development of improvement strategies

Level 3: Program Director Intervention

- Meeting with the Program Director
- Formal remediation plan
- Additional Professionalism Citation when warranted

Professionalism Citation (Policy 517) (Appendix E)

A Professionalism Citation serves as formal documentation of professional behavior concerns.

Students may receive:
No more than **one Professionalism Citation within an 8-week academic period**.
No more than **two Professionalism Citations within a 16-week academic period.**

Each Professionalism Citation will identify specific expectations, required actions, timelines, and consequences associated with failure to meet the terms of the agreement. This process is intended to support student growth while ensuring transparency, fairness, and adherence to program standards.

Failure to meet academic or professional expectations outlined by the MHPC OTA Program may result in disciplinary action, including dismissal from the program.

Professional Conduct Committee

Repeated or serious professionalism concerns may be referred to the Professional Conduct Committee for review.

Possible outcomes include:

- Remediation Plan
- Learning Contract
- Program Probation
- Fieldwork Delay (requires student take OTA 290 or OTA 295 the next time it is annually offered)
- Program Dismissal

Failure to successfully complete remediation requirements or demonstrate improvement may result in dismissal from the OTA Program.

5.9 Capacity and Performance Standards

Capacity Standards
Students must be in a state of physical and mental health compatible with the responsibilities of a career as an occupational therapy assistant and in general, working with individuals in a healthcare or other provider environment. Upon acceptance to the program, a physical examination, selected diagnostic tests and immunizations will be required (forms will be provided). In addition, students must carry personal health insurance.

Performance Standards for Occupational Therapy Assistant Students
Students enrolled in the MHPC OTA Program are expected to meet the following performance standards:

Ability	Standard	Some Examples of Necessary Activities
Mobility	Ability sufficient to assist clients to move from room to room, move over varied terrain, and provide safe and effective client care in a timely fashion.	• Assist adults and children with transfers to/from a variety of surfaces and provide proper positioning for the clients independently and safely. • Transport adults and children in wheelchairs. • Transport and set up intervention and therapeutic equipment such as swings, balls, splint pans, prostheses, tub seats, portable commodes, etc. • Physically support clients engaging in treatment safely during treatment sessions.
Fine Motor Skills	Fine motor abilities are sufficient to provide safe and effective patient care in a timely fashion.	• Use instruments such as goniometers and strength gauges, safety devices, adaptive equipment in the care/treatment of clients. • Construction of splints, adaptive equipment, as needed.
Hearing	Auditory ability sufficient to monitor and assess health needs of clients for safe client care.	• Detect and respond independently to monitoring alarms, signs of client's distress such as a change in a client's pulse, blood pressure, and/or a client's communication of distress.
Visual	Sufficient observation skills are necessary for safe client care.	• Detect and respond independently to warning signals from team members and/or clients of impending danger or emergency, i.e. a change in an individual's physical communication of distress.
Critical Thinking	Critical thinking is sufficient for clinical judgment.	• Interpret and carry out written and verbal communication often in stressful situations. • Identify cause-effect relationships to develop appropriate and safe intervention strategies following OTR plan of care. • Determine when assistance from an OTR is needed.
Interpersonal Skill	Interpersonal abilities sufficient to interact with clients, families, groups, team members from a variety of social, emotional, cultural, and intellectual backgrounds.	• Establish rapport and maintain professional boundaries in relationships with clients/families and colleagues. • Motivate and engage clients in treatment. • Ability to resolve conflicts and to respond to feedback in a professional manner. • Respond appropriately and effectively with psychotic behavior and/or threatening inappropriate or aggressive behavior that may be exhibited by clients.
Communication	Communication abilities for interaction with others orally and in writing.	• Accurately present therapy findings/results /plan to clients/families and in team meetings. • Instruct client/family in OT treatment procedures. • Accurately document client progress notes, reports according to facility guidelines and standards.

SECTION VI: HEALTH, SAFETY, AND COMPLIANCE

6.1 Health Requirements (Policy 407)

Students must meet all health, safety, and compliance requirements established by the MHPC OTA Program and affiliated fieldwork sites to participate in laboratory, community-based learning, and fieldwork experiences. Failure to maintain required documentation may delay or prevent participation and affect program progression.

Students are responsible for:

- Maintaining current health records and required documentation.
- Complying with program and fieldwork site health and safety requirements.
- Following infection-control procedures and PPE requirements.
- Addressing health concerns that may affect participation in program activities.

Required documentation includes proof of:

- MMR (2 doses or positive titer)
- Varicella (2 doses or positive titer)
- Hepatitis B (vaccine series or positive titer)
- Tdap (within the past 10 years)
- Annual influenza vaccination, if required
- Covid-19 vaccination, if required
- Current two-step TB screening

Additional immunizations may be required by individual fieldwork sites.

Exemptions: Medical and religious exemption requests will be considered in accordance with federal law. However, acceptance of exemptions is determined by individual fieldwork sites. Students who do not meet immunization requirements, or whose exemptions are not accepted, may be ineligible for fieldwork placement and unable to complete program requirements.

Students must keep all immunizations, screenings, and documentation current throughout the program.

6.2 Communicable Disease Policy (Policy 407)

Students must follow all infection-control and communicable disease policies of the OTA Program and fieldwork sites, including the use of standard precautions, personal protective equipment (PPE), required screenings, and reporting procedures.

Students with approved immunization exemptions may be required to complete additional testing or follow additional protective measures required by the fieldwork site.

Fieldwork site requirements regarding communicable disease prevention and infection control take precedence over program standards.

6.3 Criminal Background Checks (Policy 406)

Students must complete required background checks, including FCSR, OIG, and criminal history screenings, before entering the program and as required by fieldwork sites.

Students must report changes in criminal history during enrollment. Criminal findings may affect fieldwork eligibility and could prevent completion of program requirements. Fieldwork sites reserve the right to deny placement based on screening results.

6.4 Drug Screen Requirements (Policy 405)

Students must complete all drug screens required by the OTA Program and fieldwork sites. Positive results or failure to meet screening requirements may prevent participation in fieldwork. Additional testing may be required at the student's expense.

Failure to meet drug screening requirements may affect a student's ability to complete fieldwork and graduate from the program.

6.5 CPR/BLS Certification Requirements

Students must maintain current BLS for Healthcare Providers certification, including adult, child, and infant CPR and AED training, throughout enrollment. Expired certification may result in removal from fieldwork activities until renewed

If certification expires before or during fieldwork experience, the student may be prohibited from participating until current documentation is provided.

6.6 Personal Health Insurance Requirements (Policy 408)

Students are highly encouraged to maintain personal health insurance throughout the program and are responsible for all healthcare expenses incurred during program activities. Proof of insurance may be required prior to fieldwork participation. Students are not covered by workers' compensation while participating in educational activities.
Neither the MHPC OTA Program, participating colleges, nor affiliated fieldwork sites are responsible for medical expenses incurred because of illness or injury during program activities.

Students are responsible for:

- Payment of all healthcare costs, including emergency care, urgent care, physician visits, diagnostic testing, and follow-up treatment.
- Medical expenses resulting from injuries sustained during laboratory activities or fieldwork experiences.

6.7 Technology Requirements (Policy 207)

All OTA didactic courses are delivered online and include scheduled live class sessions via Zoom.
Students must have:

- A personal laptop (tablets and iPads are not permitted for computer-based exams)
- Reliable internet access
- A webcam and microphone
- Access to a scanner or scanning app
- Microsoft Office (available free through SFCC student email)
- Adobe Reader or other software required for course materials

Chrome or Firefox is recommended for accessing course platforms and materials.

Students are expected to:

- Log in to virtual classes at least **5 minutes before** the scheduled start time.
- Have their camera on during class to be counted as present.
- Mute audio when not speaking.
- Use a laptop or computer for class participation; cell phone use is permitted only with instructor approval in extenuating circumstances.

Students are responsible for maintaining access to the required technology throughout the program.

Technical support is available through the SFCC Help Desk and ITS Knowledge Base.

Document Uploading

All uploaded documents must be in a Word (docx) or PDF file. Images, links to documents, photos, jpgs, or screenshots will not be accepted. All students have access to Office 365 through Canvas. Unless otherwise specified by the instructor, please submit all assignments and forms such as .doc or .pdf. Anything other document type will not be accepted. It will be considered late and returned to the student.

6.8 Inclement Weather Procedures (Policy 518)

The MHPC OTA Program strives to maintain normal operations whenever conditions are reasonably safe. However, classes, laboratories, fieldwork activities, and other program functions may be delayed, canceled, or modified due to inclement weather or other emergency situations.

Student Responsibilities

Student safety is the program's primary concern. Students should not travel when weather or road conditions are unsafe.

If a student believes travel cannot be completed safely, they are expected to:

- Notify the OTA Program Administrative Assistant and/or course instructor as soon as possible.
- Communicate any anticipated absence from class, laboratory, or fieldwork activities related to weather conditions.
- Follow all attendance and course requirements as directed by faculty.

Program Notifications

Students are responsible for maintaining current contact information with their home institution and the OTA Program to ensure timely receipt of emergency notifications, schedule changes, or campus closure announcements.

Class Cancellations and Make-Up Work

When classes are canceled due to inclement weather:

- Course announcements, assignments, and instructions will be posted in Canvas.
- Students are responsible for checking Canvas regularly for updates and make-up assignments.
- Students must complete and submit assigned work by the deadlines established by the instructor.

Students who are unable to complete assignments due to extenuating circumstances should contact the course instructor before the assignment deadline whenever possible to discuss available options.

6.9 Americans with Disabilities Act (ADA) (Policy 502)

It is the intent of the MHPC OTA Program that compliance with the Americans with Disabilities Act shall be a high priority. Appropriate changes will be made and accommodation provided to qualified individuals with disabilities, unless doing so would pose an undue burden on the institution's resources or would fundamentally alter the nature of a program.

Students who have disabilities that qualify under the Americans with Disabilities Act (ADA) should register with their home campus if requesting accommodations and/or assistance. All members of the Missouri Health Professions Consortium comply with ADA guidelines. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the course instructor immediately and contact the Access/ADA Office at your college to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. Students may register for assistance through their respective home campuses. The student's home campus is the point of contact for issues related to accommodations. The MHPC OTA Program supports and upholds the policies of the partnering community colleges. If the student has difficulty identifying the appropriate contact at his/her respective college, the MHPC OTA Program Faculty and Program Director will assist him/her with making contact and accessing the services needed.

6.10 Notice of Non-Discrimination (Policy 501)

The Missouri Health Professions Consortium and its member institutions do not discriminate based on race, color, religion, sexual orientation, genetics, national origin, ancestry, gender, age, disability, veteran status, and marital or parental status in admissions, programs and activities, and employment. Inquiries concerning nondiscrimination should be directed to the student's home campus. The student's home campus is the point of contact for issues related to discrimination.

The MHPC OTA Program supports and upholds the policies of the partnering community colleges. If the student has difficulty identifying the appropriate contact at his/her respective college, the MHPC OTA Program Faculty and Program Director will assist him/her with making contact and accessing the services needed.

6.11 Title IX

The MHPC OTA Program will not tolerate a hostile environment. Thus, prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence.

6.12 Intellectual Pluralism

The MHPC Program welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the Program Director or administrative representative from their home campus. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

6.13 Non-Curricular Student Activities and Events (Policy 214)

Students accepted into a Consortium program will be afforded the same access rights to non-curricular events and activities as those afforded to other currently enrolled native students on the "home campus". This understanding will enable these students to participate in community college intercollegiate athletics, student activities and organizations, use the recreation facilities, library, residence halls, etc. All appropriate fees will be covered by the tuition/fees charged by the "home" member Consortium community college.

SECTION VII: FINANCIAL INFORMAITON

7.1 Tuition and Fees

Tuition and Fees policies for the MHPC OTA Consortium Program are consistent with policies and procedures established by the participating Consortium colleges. It is the duty of the Program Director and MHPC Governing Board of Directors to ensure ongoing continuity and consistency between campuses within a reasonable degree of variation.

Students will be billed for all tuition and fees through the home campus registrars and cashiers as established by community college specific policies and procedures.

Students matriculated into the Consortium program will enroll at the student's "**home campus" community college and will pay the required tuition and fees to the home campus.**

All pre-requisite general education and science coursework taken prior to a student's formal admission to the Consortium program shall be paid in the same manner as other native students attending the home community college campus.

7.2 Financial Aid

It is generally understood that once admitted to the Consortium program, students are counted and reported as students of the **"home" community college**. This process shall determine the student "home-campus" for federal and state financial aid eligibility and account service. It is the intent of this Consortium agreement that all financial aid services shall be provided by the local community college.

7.3 Estimated Program Costs

Tuition and Fees for the MHPC OTA Program year (OTA Coursework) will be higher than general education costs at the home campus. This is an estimate of student costs associated with the program, including tuition, books, supplies, immunizations, training/certifications for the Class of 2027.

Required Student Supplies Before Program Starts

Required *Student is responsible for making payment to vendor.*

Nationwide Criminal Background Screening	$	91.00
Drug Screen	$	150.00
Missouri Family Care Safety Registry (FCSR) Application	$	15.55
Immunizations (cost is estimated and varies depending on healthcare provider/insurance coverage) *Tetanus/diphtheria (TDaP) within past 10 years; MMR series, Varicella series, Hep B series (or Titer indicating immunity for any series); Flu shot, 2 step Tuberculosis screening, chest x-ray or blood work; COVID Vaccination*	$	500.00
Physical Examination (cost is estimated and varies depending on healthcare provider/insurance coverage)	$	150.00
American Heart Association "BLS for Healthcare Providers" Certification - estimated	$	75.00
Computer	$	300.00
Computer Headset with microphone	$	30.00
Web cam (if computer does not have one)	$	35.00
Subtotal Student Supplies Group A	**$**	**1,346.55**

Required Student Supplies After Program Starts

Student is responsible for making payment to vendors.

Supplies (estimates only, prices may be higher than estimated)		
• Scrubs (estimate is for 3 sets) **(you will wear 5 days a week)**	$	150.00
• Gait belt (Fall term)	$	10.00
• Goniometers x3 (Spring term)	$	10.00
• Tape measure (Spring term)	$	3.00
• Blood pressure Kit (Spring term)	$	25.00
Student Membership Dues for American Occupational Therapy Association (AOTA)	$	78.00
Professional Clothing and shoes for Fieldwork or Interviews (varies between students)	$	150.00
Subtotal Student Supplies Group B	**$**	**426.00**

Students Supplies Group B: Optional *Student is responsible for making payment to vendor.*

Occupational Therapy Toolkit	$	169.00
Quick Reference Occupational Therapy	$	68.50
Subtotal Student Supplies Group C	$	237.50

Semester 1 - Fall, 16 weeks

Tuition & Fees - 16 credit hours/5 classes (paid directly to home campus)	$	4,704.00
Books - estimated (paid directly to home campus)	$	1,000.00
Gas to weekly OTA Lab	$	1,000.00
Subtotal Fall Semester	$	6,704.00

Semester 2 - Spring, 16 weeks

Tuition & Fees - 16 credit hours/5 classes (paid directly to home campus)	$	4,704.00
Books - estimated (paid directly to home campus)	$	400.00
Miscellaneous School Supplies	$	20.00
Course Fees - OTA 270: Professional Skills OTA NBCOT Exam	$	550.00
Gas to weekly OTA Lab & 1 Week of Fieldwork	$	1,000.00
Subtotal Spring Semester	$	6,674.00

Semester 3 - Summer, 16 weeks

Tuition & Fees - 16 credit hours/2 classes (paid directly to home campus)	$ 4,704.00
Books - estimated (paid directly to home campus)	$ 100.00
Pass the OT 1 year Subscription	$ 250.00
Additional Drug Screen (only if required by fieldwork site)	$ 149.00
Gas to weekly OTA Level II Fieldwork site	$ 3,000.00
Graduation Fees - estimated (to be paid to the home campus)	$ 50.00
Subtotal Summer Semester	$ 8,253.00

Additional Fees (required after graduation)

Transcripts - estimated (required for NBCOT exam application)	$ 15.00
Missouri Limited License Permit Fee - estimated	$ 30.00
Missouri Permanent License Fee - estimated	$ 70.00
Subtotal post-graduation	$ 115.00

TOTAL Estimated Professional Year Cost **$ 23,756.05**

*Tuition & Fees listed above are current for 2025-2026 and are paid directly to the home campus, subject to change each year**.**

Specific tuition and fee rates may vary by campus but the total cost to the student remains the same regardless of home campus assignment. Total tuition and fee rates include tuition, professional program/course fees, student activity fees, technology fees and support services fees and do not vary based on student designation of in/out of district. **All other costs (books, immunizations, screenings, supplies, etc.) are only approximation.** Program costs above do not include ordinary costs of daily transportation, living expenses, childcare, and health insurance.

Transportation costs to travel to home campus, clinical lab and/or clinical fieldwork sites are not included above. Clinical fieldwork costs will vary throughout the professional coursework depending on location. If a student chooses a distant clinical fieldwork site, he/she is responsible for related living expenses, including transportation, room and board.

SECTION VIII: CERTIFICATION AND LICENSURE

8.1 NBCOT Certification Examination

Successful completion of both the didactic course work and fieldwork Level I & Level II requirements of the MHPC OTA Program are necessary to earn the Associate of Applied Science degree.

Once program completion and graduation is ensured, students will be ready to sit for the National Certification Examination to become a Certified Occupational Therapy Assistant. All information can be found on the National Board for Certification in Occupational Therapy (NBCOT) website: www.nbcot.org

Transcripts must be requested from the home campus conferring the student's Associate of Applied Science – Occupational Therapy Assistant degree. The MHPC Office does not have access to your official educational records.

Please refer to the NBCOT website and/or handbook for information on the procedures to apply to sit for the examination.

NBCOT contact information
Mailing Address: (*this location is not open for in-person service)*
1 Bank Street, Suite 300
Gaithersburg, MD 20878

Phone: 301-990-7979
Website: www.nbcot.org
General Email: info@nbcot.org

8.2 State Licensure

In addition, Missouri requires a license to practice; however, acquisition of a state license is based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT Certification Exam or attain State Licensure. Refer to the following state board website to obtain information on the procedure(s) for licensure application.

Missouri Board of Occupational Therapy
3605 Missouri Boulevard
P.O. Box 1335
Jefferson City, MO 65102-1335
Phone: 573.751.0877
Fax: 573.526.3489
TTY: 800.735.2966
Voice Relay800.735.2466
ot@pr.mo.gov
http://pr.mo.gov/octherapy.asp

Occupational therapy assistant students should always be aware of state licensing laws, especially while on fieldwork experiences. OTA students need to be aware that state licensing laws differ and regardless of the state in which the student resides or the school resides, the student is responsible for the state practice act in the state in which they are completing fieldwork.

While the application process may be different from state to state, all states require successful completion of educational requirements, both academic and fieldwork, and successful completion of the certification examination. Many states have limited ability to practice prior to successful completion of the certification examination and/or limited practice while awaiting the licensing application to be processed.

8.3 Title IV and Professional Licensure Disclosure

The MHPC OTA Program is designed to meet the educational requirements for licensure and employment as an Occupational Therapy Assistant. Completion of the MHPC Associate Degree Occupational Therapy Assistant Program meets the educational requirements for OTA licensure in all 50 states, Guam, Puerto Rico, and the District of Columbia. Graduates are eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination. Successful completion of the NBCOT examination is required for state licensure.

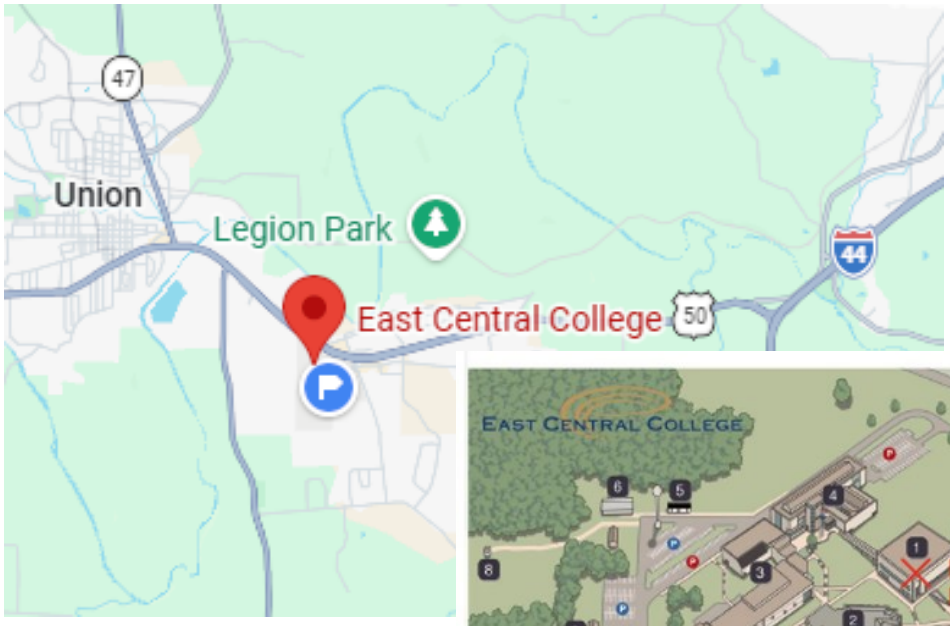
A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or obtain state licensure. Students are encouraged to review NBCOT certification requirements and applicable state licensure laws prior to enrollment.

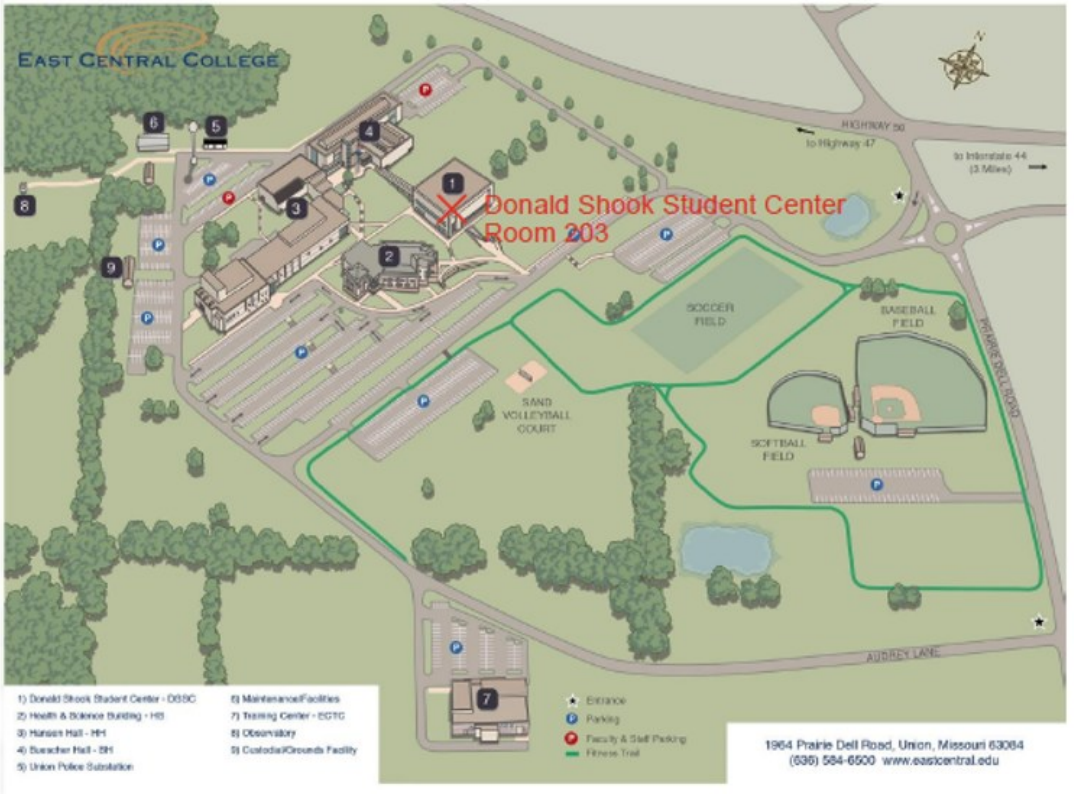
APPENDICES

Appendix A: Campus Maps and Locations
Appendix B: Student Professional Development Self-Evaluation
Appendix C: Learning Contract
Appendix D: Student Exam Review and Remediation Form
Appendix E: Professional Citation

East Central College OTA Lab
1964 Prairie Dell Rd.
Union, MO 63084

Appendix A





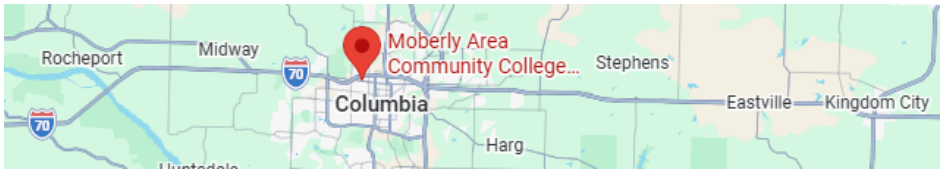
From the east on I-44 (from St. Louis area) **or west on I-44** (from Rolla or Springfield area)
Exit Interstate 44 at the US Hwy 50 West Exit (#247). Travel west on Hwy 50 for three miles to the second stoplight. Turn left at the stoplight onto Prairie Dell Road. Follow signs onto campus.

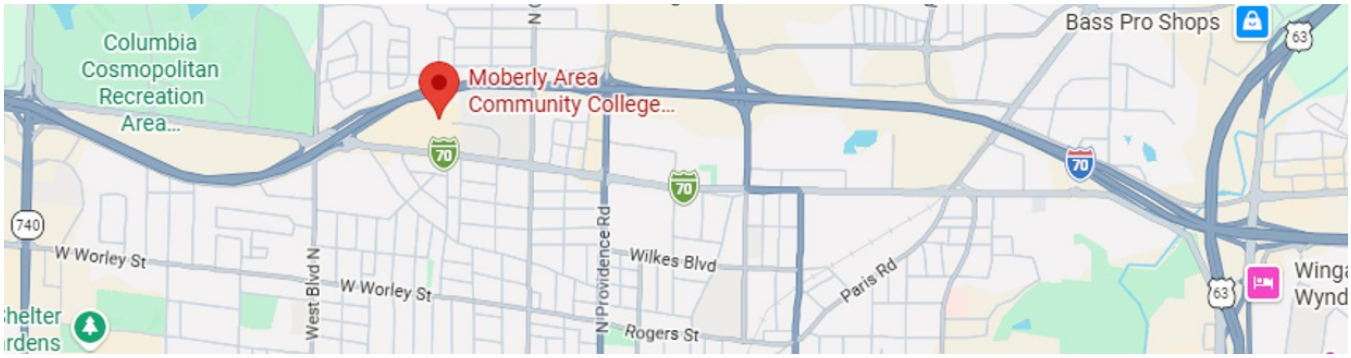
From the west on US Hwy 50 (from Jefferson City area)
Highway 50 runs for several miles through Union, MO. Make a right turn at the six stoplight onto Prairie Dell Road. Follow the signs onto campus.

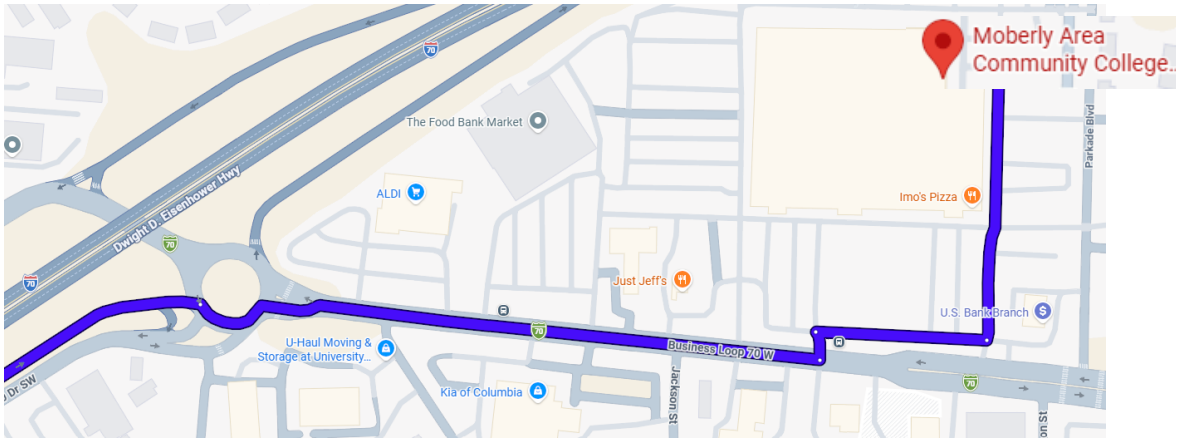
From the north on US Hwy 47 (from Columbia/Warrenton area)
Exit Interstate 70 at the US Hwy 47 South exit (#193). Travel on Hwy 47 through Washington and on to Union (33 miles). At the intersection of Hwy 47 and US Hwy 50 stoplight, turn left. Turn right at the second stoplight onto Prairie Dell Road. Follow the signs onto campus.

Moberly Area Community College OTA Lab
601 Business Loop 70 West, Suite 216, Parkade Plaza
Columbia, MO 65203









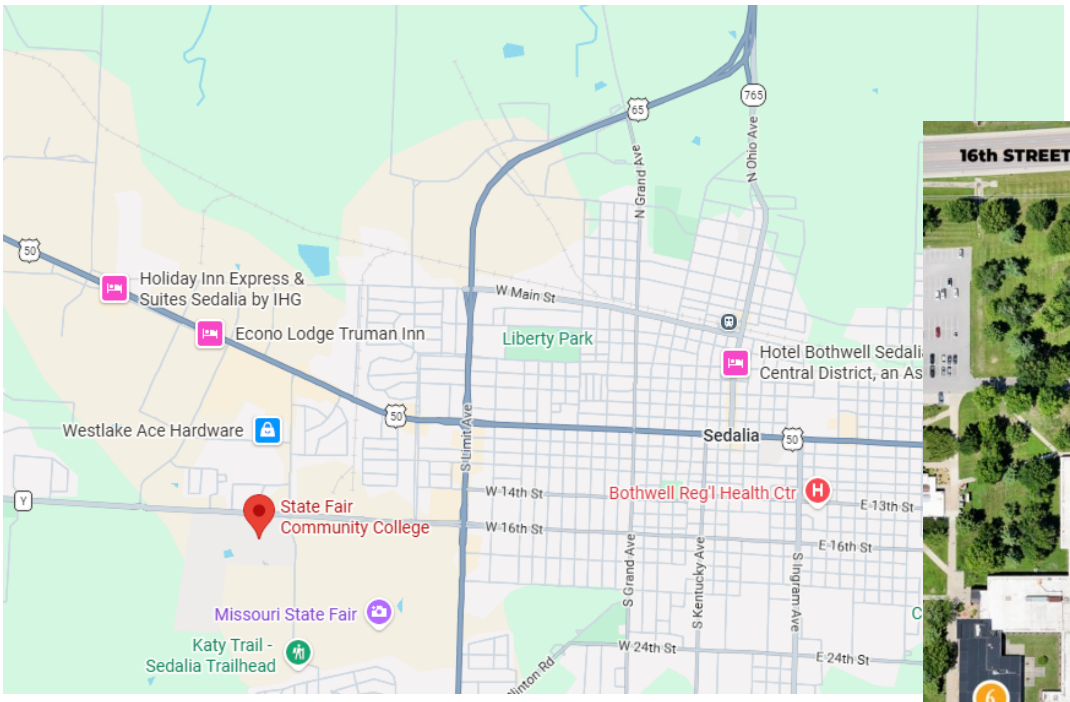
From the east on I-70 (from St. Louis area)
Exit Interstate 70 to Exit 125 I-70BL/Business Loop 70 W in Columbia. Continue I-70BL/Business Loop W to Parkade Plaza.

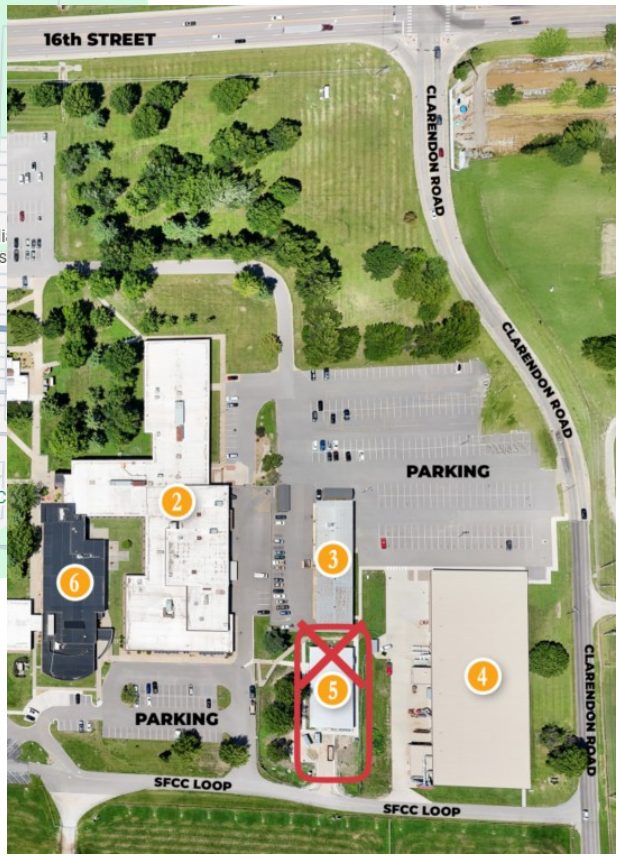
From the west on I-70 (from Kansas City area)
Exit Interstate 70 to Exit 125 I-70BL/Business Loop 70 W in Columbia. Continue I-70BL/Business Loop W to Parkade Plaza.

From the north on US Hwy 63 (from Moberly area)
Follow US 63 South to MO-763 in Missouri Township. Take the MO-763 S exit from US-63 S. At the traffic circle, take the 2nd exit and stay on MO-763S. Turn right onto Blue Ridge Rd. At the traffic circle, take the 3rd exit onto N. Garth Ave. Turn right onto business Loop 70 W. Turn right into Parkade Plaza.

From the south on US Hwy 63 (from Jefferson City area)
Follow US 63 North to Columbia. Take the exit toward I-70 West. Turn left to merge onto I-70W/US-40 W toward Kansas City. Take exit 125 for I-70 Business Loop toward West Blvd. At the traffic circle, take the 2nd exit onto I-70BL/Business Loop 70 W. Turn into Parkade Plaza.

State Fair Community College OTA Lab
3201 W. 16th St.
Sedalia, MO 65301





From the north on I-70 or US Highway 65 (from St. Louis area)
From I-70, take Exit 78A South for US Highway 65 towards Sedalia. Continue about 18 miles. Go through three stoplights to the fourth light, which is 16th Street. Turn right (west) onto 16th St. about a mile. At the stoplight turn left (south) onto Clarendon Road. Turn right into the parking lot.

From the east on US Hwy 50 (from St. Louis area)
From US Highway 50, turn south onto US Highway 65. At the next stoplight, which is 16th Street, turn right (west). Follow 16th St. for about a mile. At the stoplight turn left (south) onto Clarendon Road. Turn right into the parking lot.

From the west on US Hwy 50 (from Kansas City area)
From US Highway 50, turn south on Thompson Boulevard (McDonald's is on your right). At the next stoplight, which is 16th St so straight onto Clarendon Road. Turn right into the parking lot.

From the south on US Hwy 65 (from Warsaw or Springfield area)
Travel north on US Highway 65 to 16th Street. Turn left (west). Follow 16th Street for about one mile at the stoplight, turn left (south) onto Clarendon Road. Turn right into the parking lot.

MHPC OTA Program
Student Professional Development Self-Evaluation

Fall Midterm 2026-2027

Baseline Professional Behaviors & Self-Awareness

Student: _____ **Date Form Completed by Student:** _____

Advisor: _____ **Date Form Completed by Advisor:** _____

Rating Scale

Rating	Description
1	Unsatisfactory
2	Needs Improvement
3	Meets Standard
4	Exceeds Standard

Commitment to Learning

Indicator	Student	Advisor
Demonstrates preparedness for class and lab experiences		
Identifies personal learning strengths and challenges		
Utilizes available learning resources when needed		
Demonstrates willingness to learn new skills		

Communication Skills

Indicator	Student	Advisor
Communicates respectfully with peers and faculty		
Demonstrates effective written communication		
Demonstrates effective verbal communication		
Responds professionally to emails and messages		

Constructive Feedback

Indicator	Student	Advisor
Accepts feedback appropriately		
Demonstrates willingness to improve		

Communicates concerns professionally		
Applies feedback to future performance		

Responsibility & Professionalism

Indicator	Student	Advisor
Meets deadlines and assignment expectations		
Demonstrates accountability for actions		
Adheres to OTA program policies		
Maintains professional behavior and attire		

Reflection – Looking Back

What has been your biggest adjustment to OTA education?

What is one strength you bring to the program?

What professional behavior is most challenging for you?

Looking Forward

What is one goal you will focus on for the remainder of the semester?

Student Additional Comments:

Advisor Additional Comments:

Student Signature: _____ Date: _____

Advisor Signature: _____Date: _____

MHPC OTA Program
Student Professional Development Self-Evaluation

Fall Final 2026-2027

Growth & Accountability

Student: _____ **Date Form Completed by Student:** _____

Advisor: _____ **Date Form Completed by Advisor:** _____

Rating Scale

Rating	Description
1	Unsatisfactory
2	Needs Improvement
3	Meets Standard
4	Exceeds Standard

Commitment to Learning

Indicator	Student	Advisor
Independently identifies learning needs		
Seeks learning opportunities beyond required assignments		
Uses resources effectively to strengthen performance		
Demonstrates ownership of learning outcomes		

Constructive Feedback

Indicator	Student	Advisor
Accepts feedback constructively		
Modifies behavior based on feedback		
Discusses challenges and solutions with instructors		
Reflects on progress and improvements		

Critical Thinking

Indicator	Student	Advisor
Analyzes problems before making decisions		
Identifies relevant information		
Supports decisions with rationale		
Evaluates outcomes and alternatives		

Professional Development

Indicator	Student	Advisor
Demonstrates increasing independence		
Consistently meets responsibilities		
Demonstrates professional growth throughout semester		
Represents OTA profession positively		

Semester Reflection - Looking Back

What professional growth are you most proud of?

Which goal from midterm showed the most improvement?

What evidence supports your growth?

Looking Forward

What area still needs improvement?

What goal will you set for spring semester?

Student Additional Comments:

Advisor Additional Comments:

Student Signature: _____ Date: _____

Advisor Signature: _____Date: _____

MHPC OTA Program
Student Professional Development Self-Evaluation

Spring Midterm 2026-2027

Clinical Reasoning & Increasing Independence

Student: _____ **Date Form Completed by Student:** _____

Advisor: _____ **Date Form Completed by Advisor:** _____

Rating Scale

Rating	Description
1	Unsatisfactory
2	Needs Improvement
3	Meets Standard
4	Exceeds Standard

Clinical Reasoning & Application

Indicator	Student	Advisor
Applies classroom learning to client scenarios		
Integrates information from multiple courses		
Explains rationale for decisions		
Identifies alternative approaches when challenges arise		
Demonstrates increasing confidence in judgment		

Professional Behaviors

Indicator	Student	Advisor
Independently seeks feedback		
Demonstrates initiative in learning		
Consistently manages workload effectively		
Demonstrates professionalism without prompting		

Communication & Collaboration

Indicator	Student	Advisor
Contributes effectively to team learning activities		
Adapts communication to different situations		
Demonstrates active listening skills		
Collaborates respectfully with others		

Reflection – Looking Back

Which OTA skill have you become more confident performing?

How has your decision-making improved?

Looking Forward

What clinical skills require additional development?

How will you strengthen your clinical reasoning?

Student Additional Comments:

Advisor Additional Comments:

Student Signature: _____ Date: _____

Advisor Signature: _____Date: _____

MHPC OTA Program
Student Professional Development Self-Evaluation

Spring Final 2026-2027

Professional Identity & Fieldwork Readiness

Student: _____ **Date Form Completed by Student:** _____

Advisor: _____ **Date Form Completed by Advisor:** _____

Rating Scale

Rating	Description
1	Unsatisfactory
2	Needs Improvement
3	Meets Standard
4	Exceeds Standard

Professional Identity Development

Indicator	Student	Advisor
Demonstrates commitment to OTA values and ethics		
Assumes responsibility for professional growth		
Demonstrates accountability independently		
Reflects accurately on strengths and growth needs		
Develops goals for continued development		

Clinical Reasoning & Application

Indicator	Student	Advisor
Integrates knowledge across OTA coursework		
Justifies interventions using evidence and rationale		
Adapts plans when situations change		
Demonstrates sound professional judgment		
Recognizes when assistance or consultation is needed		

Fieldwork Readiness

Indicator	Student	Advisor
Demonstrates confidence in clinical interactions		
Demonstrates safe and effective practice behaviors		
Manages responsibilities independently		
Demonstrates readiness for increased clinical expectations		

Comprehensive Reflection – Looking Back

What professional growth are you most proud of this year?

Which area identified during Fall Midterm improved the most?

How has your understanding of the OTA role evolved?

What strengths will you bring into future fieldwork experiences?

Looking Forward

What remains your greatest professional challenge?

What is your primary goal for next semester?

How will you measure success?

What resources or supports will help you continue growing?

Advisor Summary

Strengths

Growth Areas

Agreed-Upon Action Plan

Student Additional Comments:

Advisor Additional Comments:

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

MHPC OTA Program
Academic Learning Contract

Purpose: The Academic Learning Contract is designed to support student success by identifying academic performance concerns, establishing measurable improvement goals, implementing individualized remediation strategies, and documenting outcomes. The contract provides a structured process to assist students in meeting course and program expectations and progressing toward achievement of OTA Program student learning outcomes.

Student Name: _____ Faculty Member: _____

Course: _____ Date Initiated: _____

Overall Course Grade: _____

Lecture: _____ Lab: _____ Fieldwork: _____

Academic Concern

The following academic concern(s) prompted this learning contract:

- ☐ Course grade below minimum program standard
- ☐ Examination performance below expected competency level
- ☐ Laboratory competency deficiency
- ☐ Missing assignments affecting course performance
- ☐ Attendance concerns impacting academic achievement
- ☐ Failure to meet course progression requirements
- ☐ Other:

Description of Academic Concern and/or Missing Assignments:

Student Self-Assessment

Describe factors contributing to the academic concern and strategies you believe will improve your performance:

Improvement Plan

Academic Goal	Action Plan	Evidence of Completion	Target Date

Required Support Activities

The student will complete the following interventions:

☐ Meet with course instructor

☐ Attend tutoring or academic support services

☐ Participate in laboratory review sessions

☐ Other:

☐ Develop a weekly study schedule

☐ Complete remediation assignments

☐ Utilize campus learning resources

Faculty Support

Faculty will provide the following support:

☐ Progress meetings

☐ Review of study strategies

☐ Additional learning resources

☐ Individualized remediation recommendations

☐ Referral to academic support services

☐ Other:

Progress Review

Review Date: _____

Progress toward goals:

Faculty Comments:

Final Outcome Evaluation

Review Date: _____

Outcome:

☐ Goals achieved; contract completed

☐ Partial progress; contract extended

☐ Goals not achieved; additional academic intervention required

Comments:

Acknowledgment

This Academic Learning Contract is intended to promote student success through structured academic support and documented progress monitoring. Participation in this process does not guarantee course success or progression in the OTA Program but provides the student with an opportunity to address identified academic concerns.

Signatures

Student: _____ Date: _____

Instructor: _____ Date: _____

Program Director: _____ Date: _____

Appendix D

OTA Program Student Exam Review and Remediation Form

Student Name: _____ Instructor: _____

OTA Course: _____ Exam: ☐ Midterm ☐ Final

Date of Exam: _____

Purpose of this document: This crosswalk document is used to guide structured, supportive conversations with students who are unsuccessful on a midterm or final exam. The goal is to identify why the student struggled, analyze questions missed, and align remediation with NBCOT exam preparations.

Student Section 1:

Written Exam Performance Summary: Passing Benchmark: 75%

Total Written Exam Score: _____% **Number of Questions Missed**: _____/100

Student Section 2: Question Analysis

For each question you missed, explain your thought process when selecting your answer.

Question	Justify the answer you gave

Instructor Section 1: Patterns Identified

Based on the review of the examination questions missed, the following objectives, knowledge areas, and skills were identified as needing improvement. These topics will serve as the basis for the student's Oral Retest Examination.

Instructor Section 2:

Exam Performance Summary: **Passing Benchmark: 75%**

Initial Exam Score: _____% _____/100 missed questions

Retest Oral Exam Score: _____% _____/20 missed questions

Midterm:

If student fails either midterm (written or oral), an automatic Learning Contract is completed. No further action for this form is required.

Final:

If student fails the written, but passes the oral, please see instructor comments below.
If the student fails the written, and the oral exam, the student does not pass the course and does not progress in the program.

Instructor Comments after oral exam:

I acknowledge and I have reviewed my exam performance with faculty and understand the recommended next steps for my improvement.

Student Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

Appendix E

Missouri Health Professions Consortium
OTA Program Professionalism Citation

Students who violate the Professional Code of Conduct Policy will receive written documentation and meet with their faculty advisor to review the concern and develop an improvement plan. Violations may result in point or grade deductions at the discretion of the course instructor. Students who receive three documented professionalism violations may be referred to the Professional Conduct Committee for consideration of probation, fieldwork delay, or program dismissal.

Student Name: Date of Occurrence:

Course: Professionalism Rubric Attached:

Date discussed with student: ☐ Yes ☐ No

	Criteria	Description of Incident
Attendance/Punctuality		
	Arriving late to class, lab, or fieldwork	
	Unexcused absence	
	Returning late from class break	
	Leaving class, lab, or fieldwork early	
	Failed to notify faculty appropriately regarding attendance	
Preparedness & Accountability		
	Failed to complete assignment on time	
	Did not bring required materials or equipment	
	Unprepared for class, lab, or fieldwork	
	Failed to complete assigned responsibilities	
Communication		
	Interrupted or talked over others	
	Verbal outbursts and physical threats	
	Disrespectful verbal communications	
	Inappropriate written communication (email, assignments, etc.)	
	Failure to respond to faculty communication in a timely manner	
	Contacted fieldwork site without Academic Fieldwork Coordinator approval	
	Inappropriate non-verbal communication (e.g., eyerolling, sighing, huffing, etc.)	
Ethical Behavior		
	Breach of confidentiality	
	Shared protected health information inappropriately	
	Academic dishonesty or misrepresentation	
	Violation of AOTA Code of Ethics	
Professional Collaboration		
	Disruptive side conversations	
	Texting during class	

	Disrespectful behavior toward peers or faculty	
	Refusal to participate in group activities	
	Behavior negatively impacting group performance	
Safety and Clinical Responsibility		
	Failure to follow infection control procedures	
	Unsafe use of equipment or simulation materials	
	Failure to follow safety guidelines	
	Behavior placing self, peers, or clients at risk	
Professional Appearance		
	Failure to wear required scrubs or attire	
	Inappropriate hygiene or grooming	
	Non-compliance with program or facility dress code	
Professional Development		
	Resistance to constructive feedback	
	Failure to complete remediation requirements	
	Lack of engagement in self-reflection or improvement	

Student Statement (Optional):

Acknowledgement: (please initial each line)

_____ Signing this form indicates the incident and expectations have been reviewed.

_____ Signature does not imply agreement.

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Advisor Signature (If required): _____ Date: _____

Program Director Signature: _____ Date: _____

MHPC OTA Program
Professionalism Contract, Student Advising Record, and OTA Handbook Signature Page

It is **your** responsibility to read the OTA Student Handbook.
You will be expected to abide by the regulations contained within the handbook.
If any policy is unclear, discuss it with the OTA Program Director immediately.

Professionalism Contract:

This document outlines the *minimum* professional expectations of all MHPC OTA students. Expectations and potential outcomes of student behaviors are outlined throughout the document. If a student has any questions regarding professional expectations or potential outcomes of behaviors, they are strongly encouraged to contact their OTA program advisor.

Students will read, review and sign (actual signature required) below. **Students will turn in a signed and scanned copy of this page by email to the OTA Administrative Assistant by the end of the first Wednesday, August 19, 2026.**

By signing below, I certify that I understand the MHPC OTA Program's professional expectations of me, which are outlined in this document. I understand the potential outcomes associated with each professional behavior.

You are encouraged to refer to the handbook frequently.

Your signature below confirms that you have read, understood and agree to the conditions stated in this manual which include:

- Academic Standards, Academic Dishonesty policies
- Professional Standards and expectations
- Attendance expectations
- Grading
- Dress Code

_____ _____

Student Signature Date

_____

Print Name

Please sign, scan, and submit this form to the OTA Administrative Assistant by Wednesday, August 19, 2026.

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