

WOR-WIC

COMMUNITY COLLEGE

**OCCUPATIONAL THERAPY
ASSISTANT**

**PROGRAM INFORMATION
PACKET**

NOTES

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ABBREVIATIONS

ACOTE	Accreditation Council for Occupational Therapy Education
ADL	Activities of Daily Living
AOTA	American Occupational Therapy Association
COTA	Certified Occupational Therapy Assistant
GPA	Grade Point Average
IADL	Instrumental Activities of Daily Living
NBCOT	National Board for Certification in Occupational Therapy
OTA	Occupational Therapy Assistant
OTR	Occupational Therapist, Registered

NOTES

INTRODUCTION

Thank you for your interest in the Occupational Therapy Assistant Program, Associate of Applied Science degree, offered by Wor-Wic Community College. We compiled this booklet to help you understand the selection process and to guide you through the procedures you must follow to apply to this limited admission program.

PLEASE READ THIS ENTIRE BOOKLET. IT IS YOUR RESPONSIBILITY TO MAKE SURE YOU HAVE COMPLETED ALL STEPS OF THE ADMISSION PROCESS BY THE STATED DEADLINES.

CONTACT INFORMATION

If you have any questions, please contact us at the following:

Admissions

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Salisbury, MD 21804
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Occupational Therapy Assistant Program

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ACCREDITATION

Wor-Wic is a state-approved two-year college. It is accredited by the Middle States Commission on Higher Education, 3624 Market St., Philadelphia, PA, 19104, 267-284-5000. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number is 301-652-6511 and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT Certification Exam or attain state licensure.

The Occupational Therapy Assistant Program is accredited through the Middle States Commission on Higher Education. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education.

HEALTH PROFESSIONS DIVISION

Mission Statement

The Health Professions division advocates for and ensures adherence to the professional standards, facilitates faculty development, and coordinates resourcing for the health programs involved to promote student success in entering the local community workforce as well-prepared healthcare professionals.

Values

- **Professionalism** – Health profession students accept constructive feedback, self-evaluate personal performance, and practice safety in the clinical practicum according to professional standards. Professionalism is practiced by demonstrating respect for students, faculty, staff, and patients.
- **Community** – Health profession students practice civility, are advocates for patients and peers, and promote health through community service.
- **Integrity** – Health profession students exhibit honest and ethical behavior, assume responsibility for actions and are accountable for academic performance.
- **Compassion** – Health profession students deliver compassionate care to patients, are empathetic and understanding of patient needs, and serve as ambassadors for the health programs in clinical agencies.
- **Cultural Competence** – Health profession students are respectful of diverse opinions, open-minded to new ideas, provide unbiased patient care, promote the values of diversity, equity, inclusion, and belongingness when interacting with students, faculty, and patients.

- **Scholarship** – Health profession students engage in life-long learning opportunities to develop technical skill and clinical judgment competencies necessary to serve as future leaders in the health care industry.
- **Excellence** – Health profession students adhere to the highest standards of performance, model professionalism, and engage in collaborative learning experiences to advance the health professions division.

PROGRAM MISSION STATEMENT

Wor-Wic Community College's Occupational Therapy Assistant program aims to deliver a learner-centered society by providing Maryland lower eastern shore residents with access to a comprehensive quality and affordable education in the field of Occupational Therapy as Occupational Therapy Assistants. We intend to uphold the philosophical beliefs of the profession of occupational therapy by creating strong leaders in occupational therapy. We seek to develop diverse students who will advocate for a meaningful life through engagement in occupation for all clients, whether or not they have health restrictions.

The program aims to empower learners through engagement in scholarship, leadership, professional and ethical behavior, and clinical reasoning. We also seek to develop practitioners who will contribute to enabling in all recipients of OT services the ability to lead purposeful, and meaningful lives across the lifespan. Graduates of the program will be competent generalists who will promote individual and population health through occupational therapy practice, education, and advocacy.

The overall mission of the OTA program, which is aligned with the mission and goals of Wor-Wic Community College, is to provide an affordable and comprehensive educational experience in recruiting, educating, and graduating a diverse group of students who are prepared to successfully pass the NBCOT exam for Occupational Therapy Assistants, obtain state licensure as Occupational Therapy Assistants, and enter the workforce as certified and licensed Occupational Therapy Assistants. Students enrolled in this program obtain didactic and direct clinical experience at a variety of local institutions. These experiences may include acute hospitals, rehabilitation hospitals, long-term care facilities, day care centers, skilled nursing facilities, psychiatric facilities, pediatric centers, and the school system. Students develop foundational knowledge and entry-level skills to facilitate their ability to function as integral members of the healthcare team in providing occupational therapy services at the individual, group, and population levels to clients across the life span.

PROGRAM DESCRIPTION

Graduates of the OTA Program develop a comprehensive understanding of the theory and practice of how engagement in occupation across the lifespan provides meaning, and fulfillment, and adds quality to an individual's life. In addition to traditional classroom lectures, students experience laboratory practicums, group work, cultural experiences, interaction with practitioners, and direct clinical fieldwork experiences. The program is built on the developmental premise of Participation & Health Through Occupation Across the Lifespan.

Taken from the AOTA Occupational Therapy Practice Framework (2020), occupational therapy is defined as:

"The therapeutic use of everyday life occupations with persons, groups, or populations ... for the purpose of enhancing or enabling participation. Occupational therapy practitioners use their knowledge of the transactional relationship among the client, the client's engagement in valuable occupations, and the context to design occupation-based intervention plans occupational therapy services are provided for habilitation, rehabilitation, and promotion of health and wellness for clients with disability- and non-disability-related needs. These services include acquisition and preservation of occupational identity for clients who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction."

Once admitted to the OTA Program, students find that courses are offered in a specific sequence. The general education courses are foundational to the program, building one upon that which preceded it. The OTA courses, likewise, build one upon another with increasing cognitive and performance demands and standards. Additionally, the occupational therapy courses explore and address occupations and interventions specific to each stage of life as well as to specific medical/health, cultural, and psychological conditions.

The first semester in the Fall begins with occupational therapy fundamental information and skills. The second semester in the Spring comprises pediatrics, assistive technology, and activity analysis. The third semester in the summer focuses on mental health occupations. The fourth, and last, classroom semester in the following Fall deals with adult and geriatric occupations as well as the integration of professionalism, ethics, and research for occupational therapy practice. Clinical interventions are threaded through all developmental levels and courses. The scaffolding model is in effect throughout the program, providing students with greater support initially, then slowly decreasing support as the students build more knowledge, confidence, and competence.

A prevailing expectation of student learning and performance is for the student to be able to integrate classroom knowledge with what is observed and practiced in the clinic. Additionally, students must be able to integrate information from multiple sources and respond by employing appropriate occupational therapy interventions and standards of practice. The overall academic goal is for students to become independent learners who engage in lifelong learning.

Successful completion of the general education courses, occupational therapy assistant courses, and demonstration of professional behaviors, leads to placement in the Level II fieldwork courses. Upon successful completion of the Level II fieldwork placements, students are expected to enter the local workforce as entry level occupational therapy assistants. The following catalog objectives for graduates of the OTA Program directly relate to the mission, vision, and philosophy of the OTA Program.

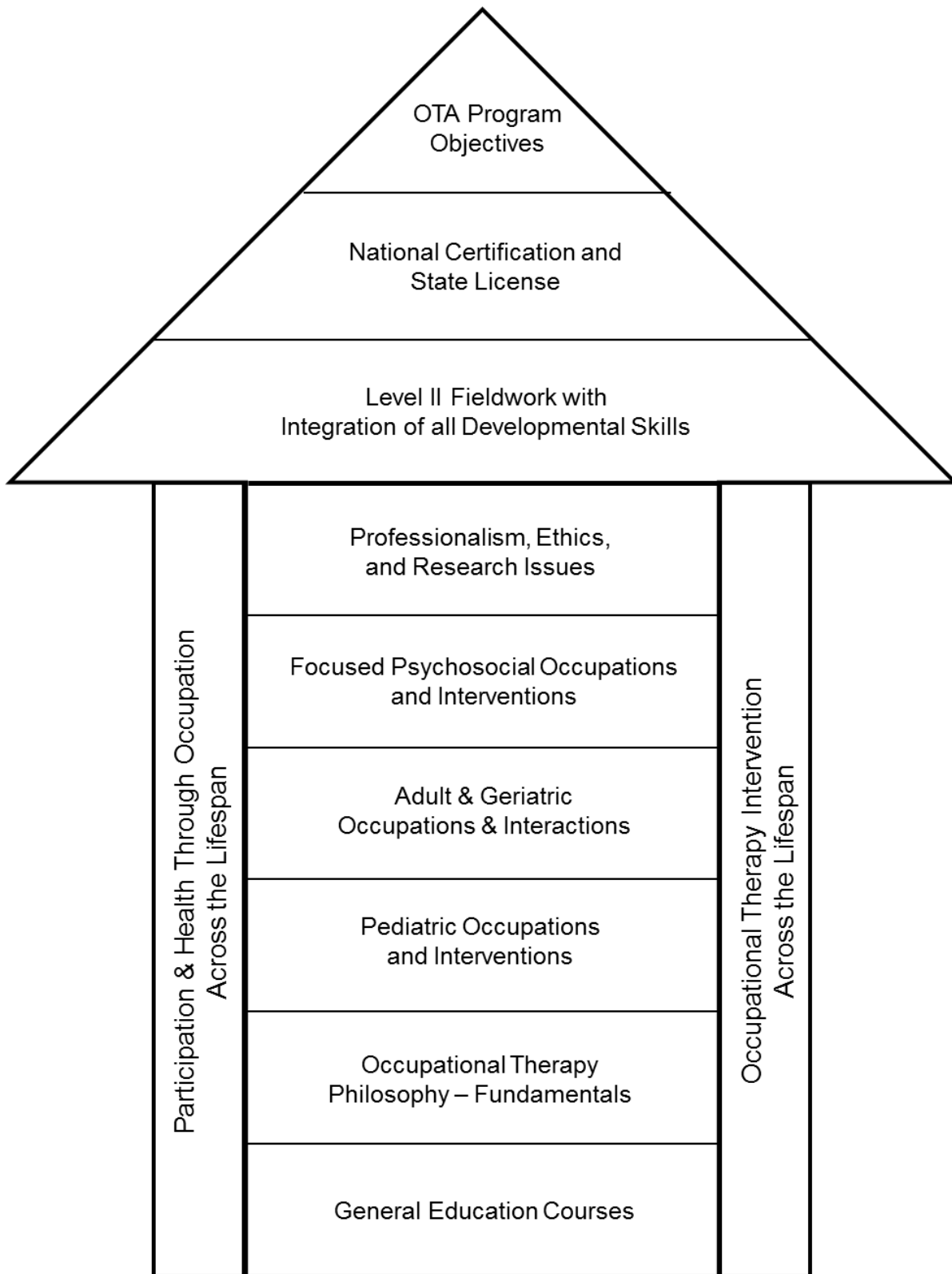
The objectives of the program are that graduates should be able to:

1. Identify the professional requirements for ongoing professional development as well as resources available to effectively pursue professional scholarship and life-long learning.
2. Describe the importance and process of incorporating into functional therapeutic interventions the theoretical and working knowledge of human physical and psychological development.
3. Identify and demonstrate how the Occupational Therapy Practice Framework, applicable theories used in the OT profession, performance areas of occupations, and evidence-based therapeutic interventions are applied to promote occupational engagement to give meaning and fulfillment and add quality to person's life.
4. Demonstrate competency in the skills of an entry-level Occupational Therapy Assistant, including but not limited to: observing patient performance, interpreting performance, implementing activity analysis, understanding and taking vital signs, understanding and working with groups of patients, constructing and/or modifying a splint, prioritizing treatment goals.
5. Demonstrate competency in the skills of an entry-level Occupational Therapy Assistant in skilled application of activity analysis and grading of therapeutic interventions; in identification and application of functional therapeutic interventions including various uses of occupation, exercise, and other therapeutic methods and modalities; in obtaining data and information used to determine the effectiveness of treatment and progression toward therapeutic goal attainment; and in reporting and documenting client performance and response to treatment.
6. Identify professional responsibilities that obligate OT practitioners to advocate for clients and the profession.
7. Demonstrate and use evidence-based practice and occupational therapy strategies, methods, and techniques.
8. Describe the Occupational Therapy profession's Code of Ethics and its practice standards as well as possible outcomes that may be considered in cases in which they are breached.
9. Demonstrate collaborative relationships with Occupational Therapists and other health care team members.
10. Successfully pass the National Certification Examination for the Occupational Therapy Assistant.

The program intends to develop occupational therapy practitioners that can empower their clients with the ability to participate in meaningful occupations. Students are prepared to enter the workforce through training in professional and ethical behavior, clinical reasoning, scholarship, and leadership. Students develop the skills required to achieve professional goals and contribute to the occupational performance of society. Learner outcomes are assessed on the Learner Outcome Rubric. Students receiving poor grades in any area may require a remediation process with faculty.

The following course threads are woven throughout the OTA Program curriculum. Each course will have elements of instruction tied to each of these threads. Courses build one upon another so that greater detail of each of the program threads is further developed in subsequent courses.

- 1. Professional and ethical behavior:** Based upon the AOTA 2020 Occupational therapy Code of Ethics, instructional content throughout the program emphasizes the core values of the profession of occupational therapy. The core values are comprised of altruism, equality, freedom, justice, dignity, truth, and prudence. The principles adhered to by the profession guide ethical reasoning and decision making. Weaving professional ethics, as a curricular thread, into OT courses, rather than just one, provides students with foundational knowledge about different ways in which professional ethics are rooted in the profession and become part of professional identity as well as strategies to apply when confronted with ethical conflict or ambiguity. Professional behaviors, which are tied to professional reasoning, are identified as integrity, responsibility, and accountability; therapeutic relations; documentation, reimbursement, and financial matters; service delivery, including the building and expansion of cultural competency; professional competence, education, supervision, and training; and professional civility.
- 2. Clinical reasoning:** One aspect of clinical reasoning has more direct clinical application by focusing on the critical thinking skills; professional reasoning and awareness; understanding various OT theories and frames of reference; understanding and effectively applying activity analysis; and therapeutic use of self. Another aspect of clinical reasoning is interwoven with professional ethics through understanding and application of certain principles adopted by the profession. These principles include beneficence, non-maleficence, autonomy, justice, veracity, and fidelity. These are listed under clinical reasoning because adherence to these principles guides ethical clinical decision-making, which is revealed in practitioners' professional behaviors and is integral to responsible service delivery.
- 3. Leadership:** Leadership skills not only entail ongoing development of one's own leadership style and goals, but also advocacy for self and others. Leaders are able to instill a sense of teamwork through commitment to and inspiring those with whom they work with. They display initiative, dynamic, and positive behaviors. The OTA program emphasizes leadership skills of communication in writing, orally, and with active listening; reasoning; problem-solving; decision-making; empathy; cultural competence; organization; and adaptability.
- 4. Scholarship:** Scholarship not only includes building motivation and the skills to succeed in classroom and fieldwork experiences. It is also essential to the continued enhancement of those skills to foster a life-long commitment to formal and informal, self-initiated learning. This involves the nurturing of an intrinsic desire to creatively learn. Such intentional learning deepens understanding of professional ethics, enhances professional reasoning, and strengthens professional behaviors. For occupational therapy practitioners, scholarship is ignited by curiosity to further understand the role and integration of occupation in human functioning and to incorporate the use of occupation more effectively in client care. Scholarship is an essential undertaking to maintain pace with changes in the profession and to ensure the provision of competent, evidence-based service delivery. Life-long learning is multi-faceted and involves not only investigation in discipline-specific areas but leads to the development of well-balanced professionals who possess broader and deeper understanding in multiple areas of life, including deeper and more integrated self-awareness. Such learning supports better intervention outcomes, contributes to professional and personal satisfaction and feeling competence, reduces the risk of professional "burnout", and carries over to stimulate interest in other areas of occupation.



Occupational Therapy Assistant Program Curriculum Design

COSTS

Prospective occupational therapy assistant students should refer to the college website for current tuition rates. In addition to tuition, other semester costs include registration fees, books, achievement tests, laboratory fees, and insurance. Students will need to comply with individual facility dress code policies for fieldwork placement. Before beginning clinical rotations, to gain access to most health care facilities, students are required to complete a criminal background check, verify routine vaccinations including Hep-B, and provide up-to-date verification of tuberculosis testing and current influenza immunizations. Follow the link for information about financial aid or contact the financial aid office at 410-334-2905.

Financial Aid: <https://www.worwic.edu/Pay-For-College/Paying-for-Credit-Programs>

ADMISSION REQUIREMENTS

Due to the limited number of spaces available in the Occupational Therapy Assistant Program, student selection is on a competitive basis. Satisfactory completion of the following admission requirements does not guarantee you will be admitted into the program.

To be considered for admission into the program, you must complete **ALL** of the general and OTA application requirements and submit them electronically by **4:00 p.m. on the SECOND Friday in July.**

General Requirements

1. Complete the Wor-Wic Community College application process, list OTA as your major, and meet with OTA program staff.
2. Submit official high school and college transcripts to the director of admissions. You can submit your application when you are a high school senior, but you must complete high school and submit your final transcript at least one week before the deadline of the year in which you are applying to the program.
3. Foreign students who want to transfer college credits into Wor-Wic must have their high school and college transcripts evaluated by an acceptable academic credential evaluation service, at their own expense. The registrar maintains a list of acceptable academic credential evaluation services.

OTA Application Requirements

1. Complete and submit the online [Limited Admission Program Application](#) for the OTA program.
2. Attend a **mandatory**, scheduled prospective student meeting with OTA program faculty. During the meeting, OTA applicants review OTA policies and procedures, and are given an overview of the program and OTA career. If prospective students have not submitted their **original** official OTA program application, it should be submitted at the end of the meeting. Students must attend the entire meeting and must be engaged. If a student is more

than 10 minutes late, he/she will be required to attend another meeting. There will be a sign-in sheet where students need to legibly print their name and contact information and write their signature.

3. Students are required to complete two, three-hour observations. Observations must be done at select locations and completed satisfactorily. Students must contact the person identified on the OTA site contact list. No other persons may be contacted. Observation verification forms will be provided and must be completed, signed, and original forms turned in before the application deadline date. To satisfactorily complete the observations, the student must arrive promptly, dress professionally, communicate appropriately with all staff, and demonstrate an interest in OTA.
4. Students must complete the pre-OTA courses with a GPA of at least 2.00. A course with a grade lower than a “C” will not be accepted.
5. Students must complete the TEAS test with a satisfactory score. **Students are ineligible for admission into a healthcare program if TEAS test scores are greater than two years old or not received by the program deadline.**
6. Admission requirements, program changes, and/or observation experiences may have changed since the student last attended a prospective student meeting. Therefore, if it has been more than two years since a student has completed observations and/or attended a prospective student meeting, he/she will be required to attend a new prospective student meeting and complete all hours of observation again.

a.	Pre-Occupational Therapy Assistant Courses		
	* BIO 202	Anatomy and Physiology I	4
	* BIO 203	Anatomy and Physiology II	4
	* ENG 101	Fundamentals of English I	3
	* MTH 152	Elementary Statistics	3
	PSY 101	Introduction to Psychology	3
	SDV 100	Fundamentals of College Study	<u>1</u>
	*This course has a prerequisite.		18

All pre-OTA courses must be completed before seeking program acceptance.

- b. SDV 100 Fundamentals of College Study is not counted in the GPA but must be passed, completed with a “C” or higher, or have been waived by the registrar.
 - c. MTH 152 Elementary Statistics must be completed. MTH 154 College Algebra and Trigonometry are not accepted. The math course **MUST** be a statistics course.
7. Students on academic probation are not eligible for program acceptance.

Admission Process and Criteria – see Health Professions Program Admission Information Packet

PROGRAM ACCEPTANCE REQUIREMENTS

If you are selected for admission, you must submit an acceptance form by the date that is stated on your acceptance letter. The occupational therapy assistant department will then register you for your courses. You will also receive a deadline to complete a physical examination, background check, and drug screening, and provide proof of immunizations (MMR, tetanus, varicella, PPD), American Heart Association CPR basic life support for health care providers certification, and flu shot. Proof of Hepatitis B shot series, or a signed denial, is also required. Failure to provide this information may disqualify you from the program. Additional background checks and medical documentation may be required for Level I and Level II Fieldwork placements. The student must comply and assume financial responsibility for the requirements.

CLINIC REQUIREMENTS

Program requirements include clinical hours that must be completed in all semesters except the first fall semester. Clinic sites include locations that may be up to two (2) hours of travel time from Salisbury. Students are required to provide their transportation to all clinic sites.

Level II internships in the final spring semester are a total of sixteen (16) weeks, which runs past the standard spring semester. While students will be allowed to walk in the May graduation ceremony, the actual date of conferment will be later.

PRIOR CONVICTION

Students applying to the OTA program should be aware that a prior felony conviction may affect the graduate's ability to attend mandatory clinical rotations and/or sit for the national certification examination and/or attain state licensure. For further clarification, it is suggested students may contact the NBCOT at 301-990-7979 or the Maryland State Board of Occupational Therapy Practice at 410-402-8560 with specific questions.

MINIMUM REQUIRED SKILLS OF A COTA

Occupational therapy assistants receive specialized education and certification to provide occupational therapy services and interventions after an evaluation and examination by an occupational therapist. Students in the OTA program should understand AOTA's *Scope of Practice* (AOTA, 2014) (Appendix D).

The minimum required skills of an occupational therapy practitioner include the appropriate physical, sensory, cognitive, behavioral, and communication abilities. The OTA student must be able to apply the knowledge and skills across a wide variety of clinical settings and situations.

All students are expected to acknowledge an understanding of the essential skills as outlined below. Students must have the ability to:

Physical skills: demonstrate the ability to exert 20 to 50 pounds of force occasionally and 10-25 pounds frequently to move objects, manage equipment, and transfer clients. OTAs are classified in the medium strength category in the Dictionary of Occupational Titles:

<https://occupationalinfo.org/07/076364010.html>

OTAs need to have a moderate degree of strength because of the physical exertion required to assist patients. Constant kneeling, stooping, and standing for long periods may also be part of the job.

Additionally, students must be able to sufficiently execute the following:

- Safely guard and assist patients who are exercising and completing functional tasks.
- Adjust and position patients.
- Perform transfers with safe and proper body mechanics.
- Administer CPR.

Behavioral: demonstrate an understanding of AOTA's OT Code of Ethics and use the standards as a guide to act with integrity, accountability, judgments, and ethical decision-making in the best interest of the client or community. The same principles are expected to guide professional behavior in interacting with peers, supervisors, and all college staff. Students should exercise good judgement, develop empathetic and therapeutic relationship with patients and others, and tolerate close and direct physical contact with a diverse population.

Additionally, students should demonstrate the ability to:

- Work with multiple patients/families and colleagues at one time.
- Work with partners, patients, families, and others under stressful conditions, including but not limited to - medically and emotionally unstable persons, situations requiring rapid adaptations, the provision of CPR, or other emergency interventions.
- Prioritize multiple tasks, integrate information, and assist in making decisions.
- Foster cooperative relationships with classmates, instructors, and other healthcare providers, patients, and families.
- Maintain cleanliness, professional dress and attire, and personal grooming consistent with close personal contacts.

Cognition: demonstrate the cognitive skills necessary to reason, conceptualize, judge, calculate, plan, and execute task safety and effectively in relation to the OT practice domain.

Students should demonstrate the ability to:

- Collect, interpret, and analyze written, verbal, and observed data about patients.
- Prioritize multiple tasks, integrate information, and assist in making decisions.
- Apply knowledge of the principles, indications, and contraindications for OT treatments.
- Act safely and ethically in the lab, classroom, and clinic.

Refer to O*Net for a comprehensive list of required cognitive abilities:

<https://www.onetonline.org/link/summary/31-2011.00>

Sensory - Visual – Perceptual/Social: includes keen observation, proficiency in communication, satisfactory visual sensory/motor skills, behavioral regulation and social attributes necessary for interacting with clients, groups, peers, supervisors, and faculty.

Students should be able to:

- Demonstrate visual acuity to recognize and interpret facial expressions and body language, identify posture, interpret and assess the environment.
- Demonstrate auditory ability to recognize and respond to low voices, auditory alarms, call bells, and effectively use devices for measurement of blood pressure.
- Demonstrate tactile ability to palpate pulses, skin temperature, muscle tone, and joint movement.

Communication - Students should be able to utilize effective communication skills by demonstrating:

- The ability to read and comprehend medical charts and printed equipment operations manuals.
- The ability to interpret and express information regarding the status, safety, and rehabilitation of patients.
- The ability to verbally communicate with and document effectively for patients/families, health care professionals, the community, and reimbursement payers.
- The ability to recognize, interpret, and respond to nonverbal behavior of self and others.

Organization: demonstrate the ability to self-regulate and manage responsibilities as demonstrated through being accountable for deadlines, completion of assignments to attendance to all mandatory classes and requirements. Adheres to regulatory, legislative, and organizational policies related to OT practice.

Each candidate in this Associate of Applied Science degree program must be able to perform, with or without reasonable accommodations, each of these essential skills/technical standards to fully participate in the OTA program and complete the requirements for the A.A.S. degree in OTA.

HEALTH PROFESSIONS FORGIVENESS POLICY

Emergency Medical Services, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, and Radiologic Technology programs have a competitive admission process, accepting students earning the highest admission points into these limited enrollment programs. Upon admission into a health care program, the student must adhere to departmental policies and procedures and achieve the minimal GPA required to retain continuous enrollment.

The number of attempts to complete these health care programs is limited. Students accepted into Emergency Medical Services, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, and Radiologic Technology are limited to two enrollments to complete the health care program. Students exiting health care programs for academic, medical, or personal reasons may re-enroll for a second program attempt. Students dismissed due to ethical (violations of academic values and civil conduct as defined in the college catalog) or patient jeopardy infractions are not eligible to seek readmission. Students seeking a second enrollment into a health care program must adhere to the health care department's admission procedures for selection consideration.

Students unsuccessfully completing a health care program upon the second attempt may elect to follow the health professions forgiveness policy. The following outlines the health professions forgiveness policy process:

1. The student must wait two calendar years from the date of withdrawal from the academic program before seeking readmission.
2. The student must meet with the health care program department head to review the admission procedures and develop a re-enrollment success plan.
3. The student must complete the admission process as a new student for the health care program. The readmitted student must take all core health care program courses following admission under the forgiveness policy.
4. The student is limited to a maximum of three attempts in the same health care program. The three attempts include the first admission process and the permitted second re-enrollment. Program failure during the third admission attempt results in permanent dismissal from a limited enrollment health care program.

ARTICULATION AGREEMENT

The Wor-Wic Occupational Therapy Assistant program has an articulation (transfer) agreement for graduates to continue their health care education after satisfactory completion of all degree requirements necessary to earn an Associate of Applied Science in Occupational Therapy Assistant. Wor-Wic and Wilmington University currently have an articulation (transfer) agreement for students to transfer into a Bachelor of Science in Health Sciences after graduation. For more information, please contact Occupational Therapy Assistant faculty or the Academic Advising Center.

TRANSFER STUDENTS

Prospective students may transfer applicable credits for general education courses required for the Occupational Therapy Assistant program. Information regarding transferring in general education courses or transferring out credits completed in the Occupational Therapy Assistant program may be accessed with the following link to the college website:

[Wor-Wic Community College - Transfer Resources](#)

The Occupational Therapy Assistant program at Wor-Wic Community College will not accept transfer credits for occupational therapy assistant courses from another OTA program.

OTA SCHEDULE

<u>Fall Semester</u>		Credit Hours
	*OTA 101 Fundamentals of Occupational Therapy	2
	*OTA 110 Human Structure and Function	4
	*OTA 115 Occupational Performance	3
	+*PSY 251 Human Growth and Development	3
	+*PSY 252 Abnormal Psychology	<u>3</u>
		15
<u>Spring Semester</u>		
	*OTA 150 Pediatric Occupations	3
	*OTA 160 OT Intervention for Pediatrics	3
	*OTA 165 Biomechanics and Physical Dysfunction	3
	+*ENG 151 Fundamentals of English II	<u>3</u>
		12
<u>Summer Semester</u>		
	*OTA 170 OT Assistive Technology	2
	*OTA 175 Mental Health and Psychosocial Practice	<u>3</u>
		5
<u>Fall Semester</u>		
	*OTA 200 Adult and Geriatric Occupations	3
	*OTA 210 OT Intervention: Adult Physical Health	3
	*OTA 250 OT Professionalism, Ethics, and Research	3
	*OTA 255 Competencies in OT	<u>1</u>
		10
<u>Spring Semester</u>		
	*OTA 260 Level II-I Fieldwork	4
	*OTA 270 Level II-II Fieldwork	<u>4</u>
		8

It is the policy of Wor-Wic Community College not to discriminate based on age, gender, race, color, religion, national origin, marital status, sexual orientation, genetic information, or disability in the admission and treatment of students, access to educational programs and activities, and terms and conditions of employment. Student-related inquiries should be directed to the dean of student development at 410-334-2893, Wor-Wic Community College, 32000 Campus Drive, Salisbury, MD, 21804.

This document is available in alternative formats to individuals with disabilities by contacting disability services at kmohler@worwic.edu, 410-334-2899 or TTY 410-767-6960. Wor-Wic Community College is an equal opportunity educator and employer. Visit www.worwic.edu/Services-Support/Disability-Services to learn more.