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Current Handbook

All students will receive access to a copy of the current Occupational Therapy Assistant (OTA) Program Student Handbook during the fall semester after admission to the OTA program. The student is responsible for obtaining and reviewing updated versions of the handbook, which will be available on the OTA website.

The Occupational Therapy Assistant Program

Welcome

Welcome to the start of an exciting and transformative journey! As you embark on your studies in the

The associate degree curriculum successfully completed the process for initial accreditation in the 1998-1999 school year. During the on-site visit on June 8-10, 1998, the evaluation team commended faculty "for their energy, enthusiasm, and commitment to excellence in providing an innovative, creative, and supportive learning environment" and commended students' "ability to participate as active, independent learners." In addition, the team recognized various curriculum aspects including the capstone conferences, the Advanced Role Practicum, journaling, portfolios, and the OT/OTA collaboration curriculum strand. The Accreditation Council for Occupational Therapy Education (ACOTE) granted initial accreditation to the associate degree curriculum on August 8, 1998.

As part of the continuing accreditation process required for all occupational therapy and occupational therapy assistant programs, the University of Southern Indiana Occupational Therapy Program initiated as Self-Study that was submitted to ACOTE in February 2003. An on-site evaluation was conducted in May 2003. Full five-year accreditation was granted by the Accreditation Council for Occupational Therapy Education in August 2003. In June 2007 a self-study was submitted to ACOTE and the site visit took place in September 2007. In December 2008 full 10-year accreditation was granted to the program.

A self-



The term *occupation* is used to indicate the individual's purposeful use of attention, interest, energy, and time to engage and participate in occupational performance areas. The primary focus of the profession is the enhancement of the capacity engagement in occupation, occupational therapy practitioners are concerned with factors that promote, influence, or enhance areas in of occupation as well as with those factors that serve as barriers or impediments to the individual's ability to function across the lifespan.

Education directs and facilitates learning which is valued as a lifelong process promoting competence and scholarship. Learning is the active, continuous process of gaining new knowledge and skills which bring about actual or potential changes in the way of viewing the world. New learning (a function of motivation and readiness) builds on previous levels of knowledge and experience. Learning is facilitated when activities are goal directed, purposeful, and meaningful for the learner. Learning progresses in an orderly fashion beginning with the introduction of knowledge. Comprehension and application are the steps that follow. As the student progresses through the program the process of critical thinking develops. With this in mind, frames of reference emphasizing such perspectives are influential models for our program.

The Person-Environment-Occupation Model (Law et al. 1996), the Ecology of Human Performance (Dunn, Brown, & McGuigan, 1994) and the Model of Human Occupation (Kielhofner, 1995). The faculty guide, direct, facilitate, and evaluate learners while encouraging self-direction and development of intellectual curiosity, creativity, clinical reasoning, and self-reflection and an awareness of community involvement.

The other classes build on the four foundation courses. In Therapeutic Media (OTA 231), students learn techniques in activity analysis using the Occupational Therapy Practice Framework (AOTA, 2020). Analysis of activities, including crafts, as therapeutic media introduces students to the rich heritage from which current occupational therapy has risen. Orthotics, prosthetics, assistive technology and physical agent modalities complete the information provided in Media and Modalities (OTA 232).

The Technical Communication course (OTA 221) emphasizes the development of professional listening, speaking, reading, and writing skills. Occupational Performance in Pediatrics (OTA 345) provides a focus on the development of skills for use with pediatric populations, including OT evaluation and treatment planning. Management for the Occupational Therapy Assistant (OTA 372) encompasses basic management, leadership, supervision and professionalism within the role of the occupational therapy assistant.

Accreditation Status

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 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number, C'O AOTA is (301) 652-AOTA, and its web address is WWW.ACOTEONLINE.ORG

Graduates of the program will be eligible to sit for 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, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT

Student Right-to-Know Act

The University of Southern Indiana publicly discloses statistics pertaining to the University completion rate and transfer rate as mandated by the Student Right-to-Know Act. All colleges nationwide are required to release this information. Refer to the Student Right-to-Know Act webpage on the University of Southern Indiana website for the most recent statistics: https://www.usi.edu/institutional-analytics/student-right-to-know-act.

Expected Outcome Competencies of Graduates

These Occupational Therapy Assistant Program outcome competencies are drawn from the following documents:

- American Occupational Therapy Association. (1983). AOTA fieldwork evaluation for occupational therapy assistant students. Rockville, MD: Author.
- American Occupational Therapy Association. (1991a). Essentials and guidelines for an accredited educational program for the occupational therapist. *American Journal of Occupational Therapy*, 45, 1077-1084.

American Occupational Therapy Association. (1991b). Essentials and guidelines for an accredited

American Occupational Therapy Association. (1999e). Standards for continuing competence. American	



- B.4.15. Demonstrate knowledge of the use of technology in practice, which must include:
 - **Bectronic documentation systems**
 - Virtual environments
 - Telehealth technology
- B.4.16. Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors.
- B.4.17. Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.
- B.4.18. Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.
- B.4.19. Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.
- B.4.20. Understand and articulate care coordination, case management, and transition services in traditional and emerging practice environments.
- B.4.21. Demonstrate the principles of the teaching learning process using educational methods and health literacy education approaches:

- B.6.6. Understand the principles of teaching and learning in preparation for work in an academic setting.
- B. 7.1. Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.
- B.7.2. Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.
- B. 7.3. Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.
- B.7.4. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.
- B.7.5. Demonstrate knowledge of personal and professional responsibilities related to:
 Liability issues under current models of service provision.
 Varied roles of the occupational therapy assistant providing service on a contractual basis.

Course Descriptions

OTA 213 Pathophysiology and Conditions I (3 hours) This course provides an overview of the etiology, dinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries; and examines the effects of such conditions on functional performance throughout the lifespan as well as explores the effects of wellness on the individual, family, culture, and society. Pre-requisites: BIOL 121, BIOL 122, and Admission to OTA program.

OTA 214 Pathophysiology and Conditions II (3 hours) Providing a focus in the areas of neurology and orthopedics, this course continues the overview of the etiology, dinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries by examining the effects of such conditions on functional performance throughout the lifespan and by exploring the effects of wellness on the individual, family, culture and society. Pre-requisites: OTA 213, Admission to OTA program.

 associated with each type of splint constructed. The course will also explore the use of assistive devices, adaptive equipment, and an overview of prosthetics, orthotics, and the use of physical agent modalities in treatment. Pre-requisites: Admission to OTA program

OTA 241 Occupational Performance Components I (4 hours) This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance areas and concomitant performance components with a focus on psychosocial skills. Pre-requisites: PSY 201, Admission to OTA program.

OTA 242 Occupational Performance Components II (5 hours) This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance areas and concomitant performance components with a focus on sensorimotor and cognitive skills. Prerequisites: OTA 221, OTA 231, OTA 241

OTA 297 Practicum Seminar A (2 hours) Along with a 40 dock hour Level I practicum experience, this first practicum course provides students opportunities to discuss fieldwork matters and integrate fieldwork with occupational therapy process and practice issues. Pre-requisites: Admission to the OTA program. F, Sp, Su

OTA 298 Practicum Seminar B (2 hours) Along with a 40 clock hour Level I practicum experience, this second practicum course provides students additional opportunities to discuss fieldwork matters and integrate fieldwork with occupational therapy process and practice issues. Prereq: OTA 297. F, Sp, Su

OTA 343 Occupational Performance Areas I (5 hours) This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance components and their effects on subsequent performance areas, particularly activities of daily living and play or leisure. Prereq: OTA 241. Sp

OTA 344 Occupational Performance Areas II (4 hours) This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance components and their effects on subsequent performance areas, particularly work and productive activities. Pre-requisites: OTA 343. Su

OTA 345 Occupational Performance in Pediatrics (3 hours) The emphasis of this course is the development of skills to use for the pediatric population including evaluation and treatment planning using developmental, cognitive, motor, and psychosocial theories. The use of experiential learning techniques will reinforce presented concepts. Pre-requisites: Admission to the OTA program.

OTA 351 Independent Study (1-12 hours) This elective course may be customized for the special interest of the student. Students may complete this independent study by participating in faculty approved supervised service delivery, research projects under the direction of faculty, or another faculty approved project. Prerequisites: none.

OTA 372 Management for Occupational Therapy Assistants (3 hours) General management principles such as planning, organizing, staffing, coordinating/directing, controlling, budgeting, marketing, strategic

completing all assignments satisfactorily, (c) resolving all incomplete grades, and (d) submitting evidence of good standing status in the university (e.g., payment of outstanding parking tickets, library fines, etc.). Since Illinois and Kentucky no longer accept these official letters, students who want to work in these states must wait until their associate of science in occupational therapy assistant degree is posted to their transcripts and complete the required paperwork.

Please note: a felony conviction will affect your eligibility to take the national certification examination and also state credentialing (e.g., license, certificate, registration). If you are currently charged with or have been convicted of a felony, please notify the Occupational Therapy Assistant Program immediately. In addition, if you have had credentials (e.g., license, registration, and certification) in another field (e.g., PTA) denied, revoked, suspended, or subject to probationary conditions, your eligibility to take the national certification examination may be in jeopardy. Please contact the Occupational Therapy Assistant Program if you have questions.

NBCOT Examination Registration

Each student is responsible to complete the registration process to sit for the Certification Examination for the Certified Occupational Therapy Assistant COTA. After program completion, each student must submit a request for official transcripts to be sent to NBCOT.

Student Services

The USI library and information resources are available to support the program and students. The University offers a variety of critical student services (financial aid, registrar, graduate studies, library, counseling and assistance, multi-cultural center, disability resources, wellness center, and career services and internships) to every student. Students receive information about these services when they complete the mandatory orientation to the University. Both a Financial Care and University CARE teams are available to students. The goal of the Financial Care Team is to assist students who find themselves in unexpected financial distress. The team will thoroughly assess each situation and direct the student to the appropriate resources on campus for assistance with payment options, employment opportunities, housing, personal -functional assessment group,

chaired by the Dean of Students, that responds to students in apparent/potential distress. CARE stands for Campus Action Response and Engagement (CARE) of students in distress. The CARE team works collaboratively to provide confidential, respectful, and proactive support while offering resources and balancing the educational needs of students within the overall mission of the University. Students also have access to CAPS (USI Counseling and Psychological Services) to address a variety of needs including adjusting to college life, depression/anxiety, body-image concerns, trauma, or anything else the student may need services for with both virtual and in-person options. The OTA program is committed to student success and works with USI Disability Resources Office, the USI ADA Accessibility Coordinator, and the USI

service organizations in the ongoing endeavor to maximize the University's compliance with State and Federal mandates regarding our students, faculty, staff and student workers with disabilities.

Disability Accommodations for On-Campus courses

If you have a disability for which you may require academic accommodations for this class, please register with Disability Resources (DR) as soon as possible. Students who have an accommodation letter from DR are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. To qualify for accommodation assistance, students must first register to use the disability resources in DR, Science Center Rm. 2206, 812-464-1961, www.usi.edu/disabilities. To help ensure that accommodations will be available when needed, students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation. However, if you will be in an internship, field, clinical, student teaching, or other off-campus setting this semester please note that approved academic accommodations may not apply. Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting.

Disability Accommodations for for Online-Learning courses

If you have a disability for which you may require academic accommodations for this class, please contact Disability Resources at 812-464-1961 or email Disability Communications at usi1disres@usi.edu as soon as possible. Students who are approved for accommodations by Disability Resources should request their accommodation letter be emailed to them to forward to their online instructors. Due to the nature of online courses some accommodations approved for on campus courses may not apply. Please discuss this with Disability Resources to clarify as needed. Students who receive an accommodation letter from Disability Resources are encouraged to discuss the provisions of those accommodations with their professors before or during the first week of the semester. If you will be in an internship, field, clinical, student teaching, or other off-campus setting this semester please note that approved academic accommodations may not apply. Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting. For more information, please visit the Disability Resources website at www.usi.edu/disabilities.

Ability to move about freely and maneuver in small spaces,

Tolerate regular changes of physical position, both stationary and mobile, for extended (8 to 12-hour shift) periods of time,

Possess skills to independently handle and operate a range of items, devices or equipment,

Maintain a stable physical position, and

Agility to respond in an emergency.

Communication Skills

Process, comprehend and communicate information effectively, clearly, in a timely manner, in the English language, and with individuals from various social, emotional, cultural, and intellectual backgrounds.

Cognitive/Critical Thinking Skills



- 6. Occupational Therapy
- 7. Radiologic Technology and Imaging Sciences
- 8. Respiratory Therapy

Kinney

College of Nursing and Health Professions will verify if the student or faculty member is registered with his or her state registry for convicted sexual and violent offenders against





need to access their course information on Blackboard as well as their US email in order to stay informed. US Information Technology (IT) provides many important resources for students, including help with US email, using Blackboard and safe computing.

Occupational Therapy Assistant Program Facilities

Occupational Therapy Assistant Lab

Rooms 2111 and 2112 of the Health Professions Center have been designated as the Occupational Therapy Assistant Lab, to be utilized only for classes, labs, and meetings for the Occupational Therapy Assistant and Occupational Therapy Programs. If occupational therapy students wish to reserve the lab during a time when scheduled classes are not in session, they must confirm with the Occupational Therapy Assistant Program director or support staff.

Occupational Therapy Assistant Program Library

The Occupational Therapy Assistant Program library is in room HP2111. With the consent of faculty or support staff, students may check out materials owned by the OTA Program. Students must sign-out as well as sign-in books in the presence of Occupational Therapy Assistant Program support staff or faculty in the binder with sign out sheets located in the Occupational Therapy Assistant Program support staff area (HP2068). Whenever possible, the students should utilize books located in the Rice Library as well.

Occupational Therapy Assistant Program Equipment

The Occupational Therapy Assistant Program owns many pieces of equipment, books, assessment instruments, tools, etc. Students have the privilege to check out equipment owned by the Occupational Therapy Program with the consent of faculty or staff. In the presence of Occupational Therapy Assistant Program support staff or faculty, students may sign-out as well as sign-in items in the Equipment Signgn

Instructors are responsible for accurately recording attendance for each classroom session. Attendance records should be maintained in a secure and accessible format.

Students are required to notify the instructor AND OTA Program Chair in advance of any planned absences whenever possible. In the event of an unforeseen absence, students must inform the instructor AND OTA Program Chair as soon as reasonably practicable.

Excused Absences

Excused absences may include but are not limited to: - Illness or injury (with appropriate documentation if required). - Family emergencies. -

- vi. Submission of Indiana criminal history background check.
- vii. Achieve at least a grade of Cin ENG 101: Rhetoric and Composition I, ENG 201: Rhetoric and Composition II, PSY 201: Introduction to Psychology, BIOL 121: Human Anatomy and Physiology I, BIOL 122: Human Anatomy and Physiology II, HP 115: Medical Terminology for the Health Professions, and UNIV 101: First Year Experience.
- viii. Maintain an overall GPA of 2.9 in all required core classes.
- c. Before second Level I fieldwork experience (OTA 298: Practicum Seminar B)
 - ix. Completion of fieldwork Level I (Practicum A) with a grade of passed.
 - x. Submission of all required paperwork for first Level I fieldwork experience.
 - xi. Submission of evidence of immunization updates:
 - 1. Documentation of the annual testing for tuberculosis if at least one year has passed from the time of the initial immunization.
 - xii. Submission of Indiana criminal history background check if your initial submission of Indiana criminal history background check is one year or longer.
 - xiii. Achieve at least a grade of Cand maintain a composite GPA of 2.9 in ENG 101: Rhetoric and Composition I, PSY 201: Introduction to Psychology, BIOL 121: Human Anatomy and Physiology I, BIOL 122: Human Anatomy and Physiology II, HP 115: Medical Terminology For The Health Professions, and UNIV 101: First Year Experience, OTA 213: Pathophysiology and Conditions I, OTA 214: Pathophysiology and Conditions II; OTA 221: Technical Communications, OTA 231: Therapeutic Media, OTA 241: Occupational Performance Components I; OTA 297: Practicum Seminar A; OTA 343: Occupational Performance Areas I, OTA 344: Occupational Performance Areas II
- d. Before first Level II fieldwork experience (OTA 397: Technical Fieldwork A)
 - xiv. Achieve a pass grade for both Level I fieldwork experiences.
 - xv. Submission of all required paperwork for both Level I experience.
 - xvi. Submission of documentation that the student has had the third Hepatitis B injections, if the student is just starting the series.
 - xvii. Submission of evidence of immunization updates:
 - 1. Documentation of the annual testing for tuberculosis (Two-Step TB test) if at least one year has passed from the time of the initial immunization.
 - xviii. Submission of current CPR certificate if the initial submission of the CPR certificate was one year or more.
 - xix. Submission of current health insurance certificate if required by fieldwork site.

Areas II; OTA 345: Occupational Performance in Pediatrics; OTA 372: Management for Occupational Therapy Assistants (or permission of instructor)

- e. Before second Level II fieldwork experience (OTA 398: Technical Fieldwork B)
 - xxii. Achieve a pass grade for first Level II fieldwork experience.
 - xxiii. Submission of all required paperwork for first Level II experience.
 - xxiv. Submission of completed health form updates, if your most recent submission of health forms and or health form updates is one year or more.
 - 1. Documentation of the annual testing for tuberculosis.
 - xxv. Submission of current CPR certification, if your certification expires prior to or during the time of your second Level II fieldwork experience.
 - xxvi. Submission of current health insurance certificate if required by fieldwork site and if your initial submission of health forms is one year or longer.
 - xxvii. Submission of Indiana criminal history background check if your initial submission of Indiana criminal history background check is one year or longer
 - xxviii. Achieve at least a grade of C in BNG 101: Rhetoric and Composition I, PSY 201: Introduction to Psychology, BIOL 121: Human Anatomy and Physiology I, BIOL 122: Human Anatomy and BIOL

Absences and tardiness also effect grades and ratings of dinical experiences. For specifics, please refer to Table 3: The Effects of Unexcused Absences on Course Grades" listed under the section entitled "attendance."

Table 4. Occupational Therapy Assistant Program Grading Scale

Grading date	
Percentage	Letter Grade
93%-100%	Α
90%-92%	B+
85%-89%	В
82%-84%	C+
77%- 81%	С
69%-76%	D
0%-68%	F

Academic Leave of Absence

A student may apply to the director of the Occupational Therapy Assistant Program for a leave of

All students and faculty are expected to abide by the policies found on the Dean of Students Academic ntegrity Policies found on the following webpage:



Fieldwork Experiences

Fieldwork experiences are a cornerstone of the Occupational Therapy Assistant (OTA) Program at the University of Southern Indiana. These hands-on learning opportunities are essential for the development of competent, compassionate, and skilled OTA professionals. Through fieldwork experiences, students bridge the gap between didactic knowledge and practical application, allowing them to refine their clinical skills, critical thinking, and professional behaviors in real-world settings.

At the University of Southern Indiana, we prioritize fieldwork experiences as they provide students with exposure to diverse patient populations and dinical environments. This diversity prepares our students to meet the complex needs of the healthcare industry and fosters adaptability and innovation in their practice. Furthermore, fieldwork experiences cultivate essential interpersonal skills, enabling students to build strong therapeutic relationships with dients and collaborate effectively with interdisciplinary teams.

By engaging in fieldwork, our OTA students not only gain valuable experience but also contribute meaningfully to the communities they serve. These experiences lay the foundation for a successful and fulfilling career, ensuring that our graduates are well-equipped to improve the quality of life for individuals across the lifespan. For more information on our fieldwork experiences, you can view our <u>US OTA Level I & Level II Fieldwork Manual</u>.

Background Check/Health Requirements

The CNHP and/or OTA Program policies require OTA students to complete a thorough background check through CastleBranch prior to beginning OTA courses and OTA Fieldwork. Students must also submit proof of physical examination, medical history and immunization completion to CastleBranch prior to the start of OTA courses and Fieldwork. Students will receive instructions regarding these requirements prior to the start of fall classes. Refer to the CNHP Infection Control Handbook at the end of this handbook for further information.

Family Educational Rights and Privacy Act (FERPA)

The University of Southern Indiana Kinney College of Nursing and Health Professions adheres to standards set forth in the Family Educational Rights and Privacy Act (FERPA) of 1974 (sometimes called the *Buckley Amendment*). Additional information regarding FERPA is available on the US Registrar website: https://www.usi.edu/registrar/academic-records/privacy

Student Organizations and Participation

Students are encouraged to participate actively in class, Occupational Therapy Assistant Program, Kinney College of Nursing and Health Professions, and University of Southern Indiana organizations. To serve as officers in class or student organizations (including representatives to national or state organizations), students must be in good standing (i.e., if students receive an OTA Program Deficiency Report and/or are placed on probation of any kind, they must relinquish their offices and duties).

SOTA: Student Occupational Therapy Association

In the fall of 1992, the Occupational Therapy Student Occupational Therapy Association (SOTA) at AMCID 11/Lang (en-US)*

Occupational Therapy Association (AOTA), the Indiana Occupational Therapy Association (IOTA). The directors of			