

Baker College

College of Health Science

Pre-Occupational Therapy Program Handbook

2021-2022



Contents

PART I	4
INTRODUCTION	4
THE PHILOSOPHY OF BAKER COLLEGE OF HEALTH SCIENCE PROGRAMS	4
MISSION	4
VISION	4
ACADEMIC ADVISING	4
CLASS SCHEDULES	5
ATTENDANCE	5
Attendance at Work Experiences, Clinical Internships, or Fieldwork Experiences	5
LEAVE OF ABSENCE	6
OUTSIDE OBLIGATIONS	6
PREGNANCY	6
PROFESSIONALISM	7
PROFESSIONAL CONDUCT	7
HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)	7
CONFIDENTIALITY	7
SOCIAL MEDIA	7
ETHICAL CARE RESPONSIBILITIES	7
APPEARANCE	8
SMOKING	8
EMAIL COMMUNICATIONS	8
CRIMINAL HISTORY AND BACKGROUND REQUIREMENTS	8
IMMUNIZATION REQUIREMENTS	9
Immunization Exemption	9
HEALTH INSURANCE	9
BASIC LIFE SUPPORT (BLS) CERTIFICATION REQUIREMENTS	10
PROFESSIONAL LIABILITY	10
ESTIMATE OF FEES	10
TRANSPORTATION	10
BLOOD BORNE PATHOGENS (BBP)	10

LATEX ALLERGIES	11
AFFECTIVE, COGNITIVE, and PSYCHOMOTOR DOMAIN REQUIREMENTS	11
Affective Domain	11
Cognitive Domain	11
Psychomotor Domain	12
Communication	12
LIMITED ENROLLMENT APPLICATION AND SELECTION PROCESS	12
Criterion I	13
Criterion II	14
Reapplication after Non-Acceptance	14
Reentry after Voluntary Withdrawal	14
ACADEMIC CORRECTIVE ACTION PROCESS	14
PROFESSIONALISM	14
REQUIREMENTS FOR GRADUATION	15
PART II	16
PRE-OCCUPATIONAL THERAPY PROGRAM OVERVIEW	16
ACCREDITATION INFORMATION	16
STATE AND NATIONAL ORGANIZATIONS	16
MISSION	16
PROGRAM PHILOSOPHY	16
PROGRAM OUTCOMES	17
PROFESSIONAL REQUIREMENTS AND TECHNICAL SKILLS	17
ESSENTIAL FUNCTIONS	18
LICENSURE REQUIREMENTS	19
CURRICULUM DESIGN - SEQUENCING OF COURSES	19
CLINICAL HOURS	19
Level I	19
ACKNOWLEDGEMENT	20

PART I

INTRODUCTION

This handbook contains information regarding the academic policies and procedures that govern the Baker College Health Science programs. Students will read this handbook and keep it with their school records for easy reference. By signing the Acknowledgement located at the end of the handbook, students acknowledge that they have read this handbook and understand the material presented. Students are encouraged to review the [Baker College Student Handbook](#) for detailed information on all Baker College policies.

THE PHILOSOPHY OF BAKER COLLEGE OF HEALTH SCIENCE PROGRAMS

The College of Health Science is committed to excellence through quality academic programs. This is accomplished by providing real-world laboratory and clinical experiences, professionally relevant resources, and highly qualified faculty. Our success is evident and transparent as our graduates routinely exceed the national average pass rate on standardized certification exams.

MISSION

The mission of the College of Health Science, through a career focus, is to support the individuals and initiatives of Baker College healthcare programs with the common goal to develop quality, professional, and compassionate graduates.

VISION

The College of Health Science aspires to:

1. Strive for excellence in the scientific, professional and humanistic aspects of each chosen profession.
2. Practice in a manner consistent with accepted, evidence-based guidelines, centered on quality, client and community relationships.
3. Modify practices and educational outcomes in response to changing trends in health professions.
4. Uphold high standards of academic performance.
5. Support the mission of Baker College through interaction with the greater community.
6. Adapt programs to meet professional and employer expectations.
7. Promote the value of lifelong learning for faculty, staff and graduates.
8. Foster open and collaborative relationships with other disciplines within and beyond health sciences.

ACADEMIC ADVISING

Health Science students may receive advising from **OneStop**. Once accepted, students may receive guidance from a program official. Any students with program specific questions are encouraged to seek out a program official.

CLASS SCHEDULES

The College reserves the right to change course schedules and/or cancel courses. Should it be necessary to change schedules, students will be notified via Baker email, mail or telephone. Students should check the Baker College Student Handbook on policies related to inclement weather. Additional information will be provided by the campus program official as necessary.

ATTENDANCE

Professional programs at Baker College are demanding and require students to be focused and committed. Important material is gleaned from each academic experience; therefore, regular attendance is crucial to student success. Students are expected to attend and be responsible for content presented in didactic, laboratory, and work experiences. Many hours of self-directed study and preparation are required each week. Students are expected to be on time. Tardiness is considered unprofessional behavior.

Students are expected to make the appropriate and necessary arrangements in their work schedule and personal life as needed to meet the program requirements. If an unavoidable absence due to such events as illness or family emergency occurs, students must submit appropriate documentation. Reference the Baker College Student Handbook Attendance Policy for more information.

Attendance at Work Experiences, Clinical Internships, or Fieldwork Experiences

Work experiences are based on site availability and determined by the College. If the student does not accept the work experience assigned to them, the College is not obligated to seek an alternative site. Work experiences may require attendance up to 40 hours per week. Inability to perform at a full-time status may prevent the student from obtaining work experience placement. In the event the student is offered employment while participating in the work experience, a program official must be notified. Hours worked as a paid employee cannot be applied to work experience hours.

Students will abide by the following guidelines:

- Students will attend all scheduled sessions during the semester and will report all absences or tardiness to the work experience site and program official prior to scheduled start time. Students will not leave the work experience setting during their assigned hours unless they have followed appropriate work experience and program policy. Additional documentation may be required per program policy. Excessive absences, tardiness, or unauthorized schedule changes may be grounds for withdrawal from the work experience.
- Students will not arrange clinical site placement unless instructed to do so by program officials.
- Students will accommodate didactic and work experience schedules that may follow a non-traditional format. This may include evenings, weekends, and holidays.
- Students will arrive at the work experience setting at least 15 minutes before their scheduled time.

- In the event Baker College closes (power outage, weather, etc.), students will report to their work experience unless travel conditions are unsafe. If travel conditions are unsafe, the student must inform the program official and work experience supervisor of the circumstances that prevented attendance. Reference the Baker College Student Handbook Inclement Weather Procedures for more information.
- Any change in a student's schedule must be approved by a program official and work experience supervisor. The student is responsible to notify a program official promptly of any such change.
- Students must request time off for personal days, vacation, or interviews. These events must be previously approved by a program official and work experience supervisor.

LEAVE OF ABSENCE

All time missed shall be made up under guidelines set by both the program and clinical site.

Military Leave - Students are allowed to make up any missed time due to military duties.

Bereavement - Students who are absent from a clinical internship as a result of the death of a member of the immediate family will, upon notification and approval of the clinical instructor, will be entitled to release time not to exceed three (3) regularly scheduled days of clinical. Hours and/or competencies missed will be completed at a later date. Immediate family is herein defined as follows:

- Spouse ➤ Sibling
- Child ➤ Grandparent
- Parent ➤ Grandchild

Upon authorization from program officials and/or clinical instructor, bereavement leave may be granted for deceased persons not listed above.

OUTSIDE OBLIGATIONS

Completion of program requirements is demanding and it is recommended students limit outside employment and other obligations. Conflicts with other obligations are not considered sufficient reason for changes in course schedules, academic, or clinical assignments.

PREGNANCY

Should any student suspect pregnancy, they are encouraged to report it immediately to a program official. This is voluntary on the part of the student. However, failure on the part of the student to notify a program official, in writing, of an existing pregnancy, shall absolve both the college and the clinical education center of any responsibility from an assignment to a potentially hazardous environment.

PROFESSIONALISM

Students will abide by the ethics and standards within their chosen career field throughout the program. This includes personal conduct, professional attitude, appropriate dress, and the confidentiality of student, client, and patient information. Any breach of these standards may result in dismissal from the program.

PROFESSIONAL CONDUCT

Students will adhere to the code of conduct/ethics outlined by the professional standards for each program. Students will address their instructors (didactic and clinical) using honorifics such as Dr., Mr., Mrs., Ms. or Miss at all times while in the program, unless otherwise instructed. See Baker College Students Handbook for additional professional conduct policies.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

HIPAA training will be provided to all undergraduate students in HSC 1010. Individual clinical agencies may also require students to participate and complete HIPAA training as it relates to that facility. Violation of HIPAA policies may result in expulsion from Baker College and/or civil or legal actions against the student.

CONFIDENTIALITY

The principle of confidentiality is one of the central, ethical responsibilities of all health professionals and will apply in all circumstances. Confidentiality regarding HIV/HBV status of students, faculty and staff shall be strictly maintained pursuant to federal and state laws. Confidentiality regarding patient care and information must be strictly upheld. Individual clinical sites may require students and faculty sign confidentiality statements. Breach of confidentiality policies may result in student failure of the clinical experience, failure of the course or expulsion from Baker College.

SOCIAL MEDIA

Students will abstain from using personal cell phones, electronic devices and computers to take photographs or access social media while in a clinical or laboratory setting. The use of cell phones in the work experience setting may be prohibited by program officials and work experience site policies. Unauthorized use may result in dismissal from the work experience. Students must adhere to the Baker College social networking policy as stated in the Baker College Student Handbook.

ETHICAL CARE RESPONSIBILITIES

Students will provide quality and dignified health care to every patient regardless of their social status, race, ethnic background, or diagnosis. Students will apply legal and ethical principles to the caring practice of their chosen field in a culturally diverse society. Client confidentiality is an essential element of ethical care.

APPEARANCE

Professional appearance may require a specified uniform. Student appearance should not be visually distracting or disruptive to the educational or clinical practice experience.

- Students will refrain from wearing low-cut tops and clothing that reveals trunk skin or under clothing when standing or sitting.
- Closed-toe shoes are required for laboratory and clinical settings.
- Hair, sideburns, facial hair, and nails are to be neat, clean, and trimmed to a length that will not interfere with safety and performance of skills.
- Attempts will be made to cover visible tattoos.
- Facial piercing jewelry may not be allowed in laboratory and clinical settings.
- Students will limit or avoid the use of perfumes, colognes, lotions or other products due to sensitivities and possible triggering of respiratory reactions. Students will not smell of smoke.
- Students will practice proper personal hygiene.
- Students will wear a form of identification at all times within the clinical environment.

If students do not meet the appearance expectations, they may be sent home at the discretion of the work experience supervisor or the program official. Students sent home due to inappropriate appearance are responsible to make up the time missed. See program specific information for more detailed requirements.

SMOKING

Tobacco and smoking-related products are defined as any type of tobacco product or product intended to mimic tobacco products or the smoking or vaping of any other substances. This includes but is not limited to cigarettes, cigars, cigarillos, smokeless tobacco, electronic cigarettes, pipes, bidis, and hookahs.

- Students will abide by the Baker College Smoking Policy. Reference the Baker College Student Handbook Smoking Policy for more information.
- Work experience sites may have additional guidelines the student must adhere to during the work experience.
- If students smell like smoke, they may be dismissed from the work experience for the day and will be required to make up the absence.

EMAIL COMMUNICATIONS

Faculty and staff at Baker College will only accept and respond to email communications generated from a Baker College email. Students will have a Baker College Email Account and are responsible for checking on a daily basis for important communications, updates, and course changes.

CRIMINAL HISTORY AND BACKGROUND REQUIREMENTS

A criminal background check may be required prior to entering the professional track and/or work experience portion of the program. A report from state, federal, and sexual offender databases may be required by clinical sites. Students having certain felony convictions or misdemeanors are not allowed in the clinical settings by law; therefore, students will not be allowed to enter the clinical environment. Credentialing bodies may prohibit individuals with certain criminal histories from taking a licensure exam. Students are urged to research their ability to become licensed in their chosen profession prior to applying to the program.

IMMUNIZATION REQUIREMENTS

Students may be required to provide proof of immunizations, boosters and/or titers, current TB test results, and other screenings pertinent to their chosen profession. Immunization requirements must align with specific clinical/work experience site policies. Students are financially responsible for all immunizations, tests, and titers needed for program requirements.

- [Baker College Health Information Form](#) that includes emergency contact information and affirmation that the student's immunizations are complete.
- *Tuberculosis Testing*: T.B. skin test, serological test, or chest x-ray results must be submitted on an annual basis. Students will not have active or communicable tuberculosis. (documented 2-step once and then standard TB test annually as applicable to the individual student)
- *Varicella-Zoster Testing*: Provide documentation to verify immune status via serologic testing or documentation of immunization.
- *Measles, Mumps and Rubella Immunization*: Students born after December 3, 1956 will submit a valid immunization record documenting administration of this required immunization (MMR) and/or verification of immune status for measles and rubella via serologic testing. Boosters and/or titers may be required.
- *Tetanus/Diphtheria/Pertussis Immunization*: Students will submit a valid immunization record documenting a primary series and booster dose (Tdap) within the previous ten (10) years.
- *Hepatitis B Immunization Series*: Students will submit documentation of having received or in the process of receiving the Hepatitis B immunization series. A lack of the Hepatitis B series may prevent students from access to some clinical site placement.
- *Influenza Vaccine*: Most clinical locations require students to obtain an annual flu vaccine. This requirement will be enforced to enable students at Baker College to be placed in clinical rotations. Failure to meet this requirement may result in loss of clinical placement and failure to meet course objectives.
- Some clinical agencies may have additional health requirements for students other than those listed in this handbook. Students will be notified of those facilities requiring additional immunization/vaccines prior to the practicum start date.

Immunization Exemption

If certain immunizations conflict with the religious beliefs of students or are medically contraindicated, students should submit a statement of the same to the campus Program Director. Students should also submit a valid immunization record of other administered immunizations.

Clinical affiliates may refuse students who do not have all current immunizations. This may affect clinical assignments and could result in the inability to complete the program.

HEALTH INSURANCE

Students enrolled in the College of Health Science must have health insurance during the time in which they are in any clinical/work/fieldwork experiences. Students are responsible for all associated costs for health insurance. Please go to: <https://www.healthcare.gov/> for more information on securing health insurance.

BASIC LIFE SUPPORT (BLS) CERTIFICATION REQUIREMENTS

Students may be required to obtain and maintain Basic Life Support (BLS) for Healthcare Providers certification from the American Heart Association. Students may be required to provide their clinical facility with a current BLS certificate when requested.

PROFESSIONAL LIABILITY

Professional liability insurance covering students during the Baker College academic related clinical experiences will be provided by the College. This does not prevent students from obtaining their own professional liability insurance if they choose to do so. Students are responsible for all costs associated with background, drug screens, immunizations, health insurance, BLS certification, and all other items or services required by the work experience site.

ESTIMATE OF FEES

Item or Service	Average Range of Fees
Background Check – Required. Based on number of counties of residence.	\$20 - \$50
Drug Screening – If required by clinical site.	\$25 - \$50
Fingerprinting – If required by clinical site.	\$68 - \$100
Immunizations/Titers – Required. Varies by students past immunization history.	Varies
Immunization Tracking – Required.	\$15 - 25
Clinical Placement Service – If required by Program or Clinical Site.	\$10 - \$25
Standardized Assessment Exam – Required.	\$50 - \$75
Basic Life Support/CPR/First Aid training - Required	\$50 - \$125
Other program associated costs – Varies by program.	Varies

Item or Service varies by program and/or clinical site

TRANSPORTATION

Work experiences occur at a variety of health care facilities that may be an extended distance from home or campus. Some clinical sites may be further than 100 miles away. Relocation may be necessary. Reliable transportation is necessary to assure prompt arrival and attendance. Students will have a backup solution planned in advance in the event their primary mode of transportation fails. If an overnight stay is required for a work experience, the cost will be at the student’s expense.

BLOOD BORNE PATHOGENS (BBP)

BBP Training will be given to each student based on program requirements. Reinforcement of the BBP training will be incorporated into lab and other selected courses. All students, faculty, and staff have the responsibility to maintain and share the current knowledge regarding these guidelines. See program specific information for procedure to complete this requirement.

LATEX ALLERGIES

The goal of the College of Health Science is to provide a latex safe environment for workers and students. However, because latex can be found in a variety of products (erasers, wallpaper, paint, computer terminals, etc.), it is impossible to ensure a latex free environment. Students with a history of latex allergies or students with a history of allergic reactions should notify their instructors in laboratory courses where latex exposure may occur. If students suspect that they are experiencing a latex allergy while attending Baker College, they should notify the instructor as well as their Program Director. Students with latex allergies should consult with their personal health care provider regarding the impact of this allergy on health careers and treatment options.

Baker College will make all reasonable accommodations to provide latex free products for students who request them.

AFFECTIVE, COGNITIVE, and PSYCHOMOTOR DOMAIN REQUIREMENTS

The curricula leading to a degree from the College of Health Science requires students to engage in diverse and complex experiences directed at the acquisition and practice of essential knowledge, skills, and functions. Combinations of cognitive, affective, psychomotor, physical and social abilities are required to acquire the knowledge and skills needed to perform the varied roles in healthcare. In addition to being essential to the successful completion of the requirements of a degree, these skills and functions are necessary to ensure the health and safety of patients, fellow students, faculty and other health care providers.

The following motor, sensory, communication, and intellectual requirements comprise the attributes a student must possess to meet program outcomes. See program specific information for more detailed requirements.

Affective Domain

- The student must be capable of responsive and empathetic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences.
- Emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.
- Capacity to demonstrate ethical behavior, including adherence to the code of conduct of your profession, as well as applicable laws and regulations governing the healthcare profession.

Cognitive Domain

- Cognitive abilities necessary to master relevant content in courses at a level deemed appropriate by the College. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material in a timely manner.
- Ability to think critically, prioritize, organize, utilize time management and demonstrate problem-solving skills.

Psychomotor Domain

- Ability to recognize one's own limits, both personally and professionally, as related to one's skill and knowledge.
- Capacity for the development of a mature, compassionate, respectful, sensitive and effective therapeutic relationship with patients and their families, including sufficient emotional and intellectual capacity to exercise good judgment and complete patient care responsibilities promptly and professionally.

Communication

- Ability to effectively communicate in English through speech, hearing, reading, writing, and computer literacy using accurate and appropriate terminology with classmates, faculty, patients, their families, members of the healthcare team and individuals of all ages, races, genders, socioeconomic and cultural backgrounds.
- Students with hearing or speech disabilities will be given full consideration. In such cases, use of a trained intermediary or other communication aids may be appropriate if the intermediary functions only as an information conduit and does not serve integrative or interpretive functions.

These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the program at Baker College. These standards are not conditions of admission to the program. Persons interested in applying for admission to the program should review this information to develop a better understanding of the physical abilities and behavioral characteristics necessary to successfully complete the program. The College complies with the requirements and spirit of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990.

Therefore, the College will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

Students seeking disability accommodations should contact the College Campus Department of Disability Services. The Department of Disability Services will determine a student's eligibility for accommodations and will recommend appropriate accommodations and services.

LIMITED ENROLLMENT APPLICATION AND SELECTION PROCESS

Full acceptance into the professional track of some programs is limited due to clinical or work site availability. Students compete to earn acceptance into these programs. All students having successfully completed the conditional acceptance requirements are eligible to apply. Admittance criteria for all limited enrollment health science programs feature a common set of prerequisite courses prior to acceptance to their selected program. Students have the opportunity to apply to multiple limited enrollment programs due to the common set of required courses used for the selection process.

The first two semesters require the following courses:

FIRST SEMESTER		
Course Code	Course Title	Credit Hours
COM 1010	Composition and Critical Thinking I	3
HSC 1010	Introduction to Health Professions	2
*BIO 1210	Human Anatomy & Physiology I	3
*BIO 1211	Human Anatomy & Physiology I Lab	1
ELECTIVE	General Education Elective	3
MTH 1010	Quantitative Literacy I	3
Total Credits – First Semester		15
SECOND SEMESTER		
Course Code	Course Title	Credit Hours
COM 1020	Composition and Critical Thinking II	3
PSY 2050	Self and Society	3
*BIO 1220	Human Anatomy and Physiology II	3
*BIO 1221	Human Anatomy and Physiology II Lab	1
*BIO 2150	Pathophysiology	3
Total Credits – Second Semester		13
*Indicates courses used for selection with equal weighting		
Total Credits Required for Application to Limited Enrollment Program		28

The Veterinary Technology program will register for an alternate Anatomy and Physiology course sequence. Student selection is based on the following criteria.

Criterion I

Required, Non-Weighted Courses:

- Required prior to program application and acceptance
- Hold no weight in the GPA calculation for admittance
- Must be satisfactorily completed with a grade of a C (2.0) or better
- HSC 1010 must be completed with a grade of a B- (2.7) or better

Required, Weighted Courses:

- Required prior to program application and acceptance
- Provides significant prerequisite knowledge and skills and therefore holds weight in the GPA calculations for admittance
- Must be satisfactorily completed with a grade of a B- (2.7) or better
 - BIO 1210 Anatomy & Physiology I 3 credits
 - BIO 1211 Anatomy & Physiology I Lab 1 credit
 - BIO 1220 Anatomy & Physiology II 3 credits
 - BIO 1221 Anatomy & Physiology II Lab 1 credit
 - BIO 2150 Pathophysiology 3 credits

*As noted, students interested in the Veterinary Technology program will enroll in an alternate Anatomy and Physiology course sequence.

Criterion II

Entrance Exam Score: Limited Enrollment programs require applicants to take an assessment test chosen by the College. Students are allowed to test one time per application period. Admission points will be added based on the highest score attained. Exam results are valid for 1 year.

Should two or more students obtain the same points during the selection process and are competing for the last available open seat in the program, students will be selected based on the highest overall GPA.

Reapplication after Non-Acceptance

Students reapplying to a program will complete the program application process including submitting a new application.

Reentry after Voluntary Withdrawal

Students previously awarded a seat in a Limited Enrollment program but voluntarily withdrew due to non-academic reasons, will provide verifiable documentation of mitigating circumstances to be eligible for reentry to the program. Voluntary withdrawal for non-academic reasons will only be approved one time. The Program Director and the Dean must approve program withdrawals to be eligible for reentry. Students may be required to audit previously completed core/major courses in sequence with a cohort. Students are responsible for any associated cost.

ACADEMIC CORRECTIVE ACTION PROCESS

Students who demonstrate unsatisfactory achievement of didactic or clinical performance levels and skills necessary to meet program outcomes will enter the academic corrective action process. This is a graduated process.

1. *Documented Verbal Warning*: A meeting with program officials. This meeting will detail the academic issue and review expectations. If satisfactory progress is not attained after the specified timeframe, students enter Program Academic Probation status.
2. *Program Academic Probation/Written Warning*: A meeting with program officials and the Director of Student Affairs and/or the Dean. This meeting will detail the consequences of failure to make measurable progress or an occurrence of a new or additional concern. A Learning Contract will be created that details the expectations, the method used to evaluate the student's progress, and the timeframe for reevaluation. In the event students have not made significant progress or if an additional academic or performance issue is identified, students will undergo a Sanctions Review by an academic committee.
3. *Sanctions Review*: A formal meeting with program officials, the Director of Student Affairs and/or the Dean will be conducted. This meeting will detail the failure to progress and result in a decision by the Sanctions Review Committee. Where program dismissal is the resulting sanction, the decision is final and not eligible for appeal.

PROFESSIONALISM

Students in the College of Health Science are subject to the Baker College Code of Conduct. Additionally, students will adhere to the code of ethics of their profession. In the event students do not meet expectations, the College of Health Science provides the following policy:

When reports of violations are received, students will be notified and will be required to attend a meeting with the Program Director to discuss the violation. The Program Director, in consultation with other faculty or College administrators when appropriate, will determine specific sanctions to be imposed. In addition to the sanctions listed in the Code of Conduct, program-specific sanctions may be imposed up to and including suspension of clinical responsibility or expulsion from Baker College. In cases of recommended expulsion, the program official will consult with the Campus President and the Dean. Where expulsion is the resulting sanction the decision is final and not eligible for appeal.

REQUIREMENTS FOR GRADUATION

Students will pass all professional track courses with the minimum grade requirement to graduate with an undergraduate from Baker College. A minimum grade of B- (2.7) is required for prerequisite Health Science Courses (BIO, HSC). A minimum grade of C (2.0) is required for general education courses. Review program specific information for minimum grade requirements of individual programs.

PART II

PRE-OCCUPATIONAL THERAPY PROGRAM OVERVIEW

Occupational therapists require master's degrees. At Baker College, students must complete the Pre-Occupational Therapy program before entering the Master of Science in Occupational Therapy program. Occupational therapists provide therapeutic interventions to individuals across the lifespan. Interventions are designed to promote successful engagement in everyday activities (occupations). These include the skills necessary for learning, social interaction and recovery from emotional, physical and/or cognitive limitations.

This program is concerned with providing a practical education that will enable graduates to apply their skills to a diverse population in a variety of settings. The curriculum will provide students with early exposure to the occupational therapy profession and to those conceptual models that are applied by occupational therapists on a daily basis.

ACCREDITATION INFORMATION

The Occupational Therapy Program and the Occupational Therapy Assistant Programs at Baker College of Allen Park, Owosso, and Muskegon are fully accredited by:
Accreditation Council for Occupational Therapy Education (ACOTE)

6116 Executive Boulevard, Suite 200

North Bethesda, MD 20852-4929

Phone: (301) 652-2682

www.acoteonline.org

Graduates are eligible to take the national certification examination.

STATE AND NATIONAL ORGANIZATIONS

- The American Occupational Therapy Association (AOTA)
- The Michigan Occupational Therapy Association (MiOTA)

MISSION

The mission of the Occupational Therapy Program is to provide each student with quality undergraduate and graduate educational experiences grounded in the theoretical constructs of occupational therapy. Advanced academic achievement and scholarship are central to developing lifelong learners committed to service.

PROGRAM PHILOSOPHY

The Baker College Occupational Therapy program defines “occupations as activities that bring meaning to the daily lives of individuals, families, and communities and enable them to participate in society” (AOTA, 2014). The program seeks to prepare students who will “promote the health and wellness, remediation or restoration, health maintenance, disease and injury prevention and compensation/adaptation “(AOTA, 2014) of people, organizations and populations through engagement across the lifespan. Our philosophy

reflects that of the American Occupational Therapy Association (2014) in that individuals are complex and diverse beings engaged in a dynamic process of interaction with the physical, social, temporal, cultural, psychological, spiritual, and virtual contexts. The faculty believe that experiential learning is the ideal method to instill the core concepts of client centeredness, occupational engagement, professional ethics and clinical competence in future generations of occupational therapists.

PROGRAM OUTCOMES

- Apply knowledge of global practices, scientific practices, medical terminology, and anatomy and physiology in order to demonstrate the basic tenets of entry-level occupational therapy practice.
- Utilize critical thinking skills to administer assessments in a uniform manner; to ensure findings are valid and reliable.
- Adjust assessment procedures based on the client's needs, behaviors, and culture.
- Establish accurate and appropriate treatment plans based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.
- Implement intervention plans that are client-centered.
- Satisfactorily produce the volume of work (treatment, documentation, and administrative duties) required in the expected timeframe.
- Clearly and effectively communicate verbally, nonverbally, and electronically with clients, families, significant others, colleagues, service providers, and the public
- Demonstrate consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.
- Demonstrate problem solving and critical thinking skills by adhering to ethics of the profession, safety regulations, and judgment in safety in regard to self and others throughout the occupational therapy process.
- Prepare to sit for the National Board for Certification in Occupational Therapy (NBCOT) Examination.
- Demonstrate an appreciation for the complexity of context and diversity (including but not limited to socio-economics, culture, gender, race/ethnicity, religion, disabling conditions, and sexual orientation) on engagement in occupation.

PROFESSIONAL REQUIREMENTS AND TECHNICAL SKILLS

Essential Functions and Technical Requirements The essential functions required by the curriculum are in the following areas: motor, sensory, communication, and intellectual (conceptual, integrative, quantitative abilities for problem solving, and the behavioral and social aspects that impact the performance).* Technical requirements, as distinguished from academic standards, refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the curriculum and the development of professional attributes required of all students at completion of their program. These essential functions and technical requirements are referred to as the "Essential Functions." These Essential Functions are not conditions of admission to the College or the program. The Essential Functions provide information regarding continued eligibility

in this program. A student may be qualified for and admitted to the program, but later be redirected due to a failure to develop and exhibit the Essential Functions. Persons interested in applying for admission to the program should review this information to develop a better understanding of the physical abilities and behavioral characteristics necessary to successfully complete the program. By initialing each line below, I acknowledge and understand I am expected to possess the following

ESSENTIAL FUNCTIONS

- Cognitive abilities necessary to master relevant content in courses at a level deemed appropriate by the College. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material in a timely manner.
- The student must maintain the minimum grade point average (GPA) determined by each program in order to continue with coursework to complete a chosen degree. Students must have a cumulative GPA of at least 2.0 to graduate from any program; however, please note that some programs require a higher GPA in order to continue with coursework.
- Ability to assess all information. The student must be capable of responsive and empathetic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences.
- Emotional stability to function effectively under stress and to adapt to an environment, that may change rapidly without warning, and/or in unpredictable ways.
- Ability to master information presented in coursework in the form of lectures, written material, and projected images, and the ability to seek and synthesize information from appropriate and varied sources.
- Ability to recognize one's own limits, both personally and professionally, as related to one's skill and knowledge.
- Ability to effectively communicate in English, both verbally and in writing, using accurate and appropriate terminology with classmates, faculty, and individuals of all ages, races, genders, socioeconomic and cultural backgrounds.
- Ability to use computers and related technology.
- Ability to prioritize, organize, and utilize time management skills.
- Ability to identify, recognize, maintain, and disseminate accurate information.
- Ability to correctly interpret, and/or clarify, verbal and written communications.
- Ability to conduct oneself in a professional manner including use of appropriate verbal and nonverbal responses in social interactions. Interactions may include physical contact with all people regardless of age, race, gender, socioeconomic, and cultural backgrounds
- Ability to think critically and demonstrate problem-solving skills.
- Ability to perform all essential functions related to my program of study in a safe and effective manner minimizing risk to self, patient and others.
- Ability to fulfill requirements of productivity and varying workloads.
- Ability to demonstrate appropriate professional and procedural judgment decisions.
- Ability to adhere to professional standards and Baker College professional conduct guidelines, policies, and procedures. These include but are not limited to: Disclosure

of any new felony charges, after the initial enrollment process at Baker College, to program officials. Failure to disclose any felony charge to program officials will result in immediate dismissal from Baker College.

LICENSURE REQUIREMENTS

This program is designed to be combined with our Master of Science occupational therapy degree program. Graduates of an accredited Masters of Occupational Therapy program are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapist and may apply for licensure in the state of Michigan (and/or any other state in which the person may wish to practice). Please note that national certification and state licensure are mandatory in order to practice in Michigan.

CURRICULUM DESIGN - SEQUENCING OF COURSES

https://my.baker.edu/ICS/My_Services/Program_Information/

CLINICAL HOURS

Level I fieldwork is completed in the undergraduate and graduate portion of the program whereas the Level II fieldwork requirement is completed at the conclusion of the graduate portion of the program.

Level I

There is one undergraduate course that comprises this fieldwork requirement.

The first Level I fieldwork placement (OCC 3210 – pediatrics) is taken in the spring term of the third year. This fieldwork placement is the co-requisite of OCC 3310 Child Development and the Implications of Pathology/Conditions. For this course, students are required to observe several sites where children with and without disabilities are being educated or receiving services.

ACKNOWLEDGEMENT

I have read and understand the contents within the Baker College Pre-Occupational Therapy 2021-2022 Program Handbook. I understand that I am responsible for the information it contains regarding the Pre-Occupational Therapy Program.

I further understand that it is my responsibility to contact an advisor or the Program Director if I have any questions regarding admission into, remaining in, or re- entering my program.

I agree to abide by the policies and requirements as stated in this 2021-2022 handbook. I understand that I must abide by the professional ethics and standards accepted by professionals in my career choice. Confidentiality of health care information is a must. Adherence to the dress code, personal conduct, and professional attitude are professional requirements.

The policies and procedures within the Baker College Pre-Occupational Therapy Program Handbook are subject to change to better meet educational needs. Any changes will be communicated to the student. I understand that I am responsible to adapt to any changes that are made to the Program Handbook.

I understand that I may need to undergo a criminal background investigation in order to enter and complete the Pre-Occupational Therapy Program.

Print Name

Student Number

Student Signature

Date

College Representative

Date