



Student Handbook

Pima Medical Institute -
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Welcome!!!

Welcome to the Occupational Therapy Assistant (OTA) Program at Pima Medical Institute! You have made a great decision to attend Pima to prepare for a profession that is in demand, rewarding, and fun and creative – all at the same time. The OTA faculty members love what they do and are privileged to mentor you into the profession of occupational therapy.

The purpose of this manual is to provide you with an overview of Pima and the OTA Program. Keep it handy and refer to it often. While it is intended to be as comprehensive as possible, you may have additional questions. Please don't hesitate to see the Program Director or Academic Fieldwork Coordinator (AFWC) if you need additional explanations or information. And, although we will make every attempt to update you as policies and practices change (as they always do!) remember that you are responsible for keeping abreast of changes as well. It will be a mandatory skill in the dynamic world of healthcare!

This is your time to explore and learn. We encourage creative ideas, self-initiative and ambition, and involvement. We value your thoughts and perspectives and encourage you to ask questions and to “think out of the box.” Do you have an idea? Share it! Wonder about something? Express your curiosity! OT is a field full of innovation, inspiration, and originality. At the same time, we are quite serious about valuing diversity, respect, ethical and thoughtful actions, and our continued learning. You are entering a field where fun, balance, and high standards are all equally valued. Again, welcome! We look forward to partnering with you on your professional journey.

OTA Program Overview

Pima Medical Institute Mission

The Pima mission is *to improve the quality of people's lives by providing the best value in medical career education.*

Occupational Therapy Assistant Program Mission

To support the institutional mission, the OTA Program's mission is to *develop qualified students to become caring, competent, ethical, team-oriented, client-centered, generalist, entry level Occupational Therapy Practitioners who embody the spirit of authentic occupational therapy in the 21st century.*

OTA Program Philosophy

As individuals and collections of individuals, human beings are complex, vibrant, intriguing, and diverse. They make meaning in and for their lives by the occupations in which they choose to engage. People learn using a myriad of styles. What is meaningful, experiential, reflective, interactive, and learner-driven will foster an active participation in learning and subsequent mastery of skills and a cyclical investment in furthering learning.

The OTA Program applies "acquiring meaningful engagement in chosen occupations" as one broad

definition of learning. That premise will be followed in educating students, which parallels the partnership between the OT Practitioner and client. Just as clients are motivated by their occupational goals and subsequent choices, and are personally accountable, so are the students who choose to partner with Pima Medical Institute for their education. Just as OT Practitioners are in partnership with their OT clients, likewise are the OTA Program educators and staff in partnership with the OTA students. Student-focused education epitomizes client-centered practice. Learning is an internal dynamic process that happens within changeable external environments. The OTA Program will blend humanistic approaches with person-environment-occupation concepts along with links to various contemporary Rev

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and traditional learning theories that combined, support authentic OT practices. Teaching / learning methodologies will include those that are consequential, empirical, insightful, cooperative, and proactive, as they will support the development of problem solving, critical thinking, clinical reasoning, and participation in collaborative partnerships. Therefore it is believed that OTA students will:

- Be taught and empowered to provide skilled services with ethics, respect, and a non judgmental attitude, understand that care is client-centered, and offered within a therapeutic relationship and environment;
- Learn to offer occupation-based treatment services that are multidimensional, multimodal, and uphold the client's goals;
- Learn to employ theories, frames of reference, and standards of practice, a code of ethics, and sound OT clinical reasoning and judgment that is supported by occupational therapy practice, which will begin to instill the need for this adherence as a practitioner;
- Learn to advocate their role within the OT Profession, and to comply with national and state laws and regulations; and
- Be mindful of living balanced lives, be personally accountable for their actions, be respectfully inquisitive, be reflective practitioners and change agents, and be champions for themselves, their clients, and their new profession.

OTA Program Goals and Objectives

Specific student focused program guidelines are adopted from the *Accreditation Standards for an Occupational Therapy Assistant Educational Program Preamble* set forth by the Accreditation Council for

Occupational Therapy Education (ACOTE)(ACOTE, 2018) Based on these accreditation guidelines, students will be:

1. Provided an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity.
2. Provided education as a generalist with a broad exposure to the delivery models and systems used in settings where Occupational Therapy is currently practiced and where it is emerging as a service.
3. Prepared at entry-level competence through a combination of academic and fieldwork education.

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4. Equipped to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation.
5. Prepared to articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings.
6. Ready to be lifelong learners and stay current with best practices.
7. Capable of upholding the ethical standards, values, and attitudes of the occupational therapy profession.
8. Able to define the distinct roles and responsibilities of the Occupational Therapy Assistant and the Occupational Therapist in the supervisory process.
9. Prepared to effectively communicate and work interprofessionally with those who provide care for individuals and/or populations in order to clarify each member's responsibility in executing components of an intervention plan.
10. Prepared to advocate as a professional for the occupational therapy services offered and for the recipients of those services.

Program Objectives

The OTA Program goals will be met by:

- Providing an academic foundation in general education coursework, occupational therapy education appropriate for the occupational therapy assistant, and fieldwork experiences that bridge academics with clinical practice;

- Engaging in educational opportunities that mirror collaborative practice – including those with occupational therapists and occupational therapy students, healthcare providers, community based practitioners, and school system specialists – and in the current and emerging practice settings specific to this community and geographic region; • Engaging in educational opportunities that reflect intradisciplinary and interdisciplinary practice, including integrating occupational therapy services with physical therapy, nursing, respiratory therapy, and other medical professionals.
- Creating opportunities that provide experiences in a variety of simulated and real practice settings that include traditional and emerging arenas and client populations that include infants, children, adolescents, adults, and the elderly.

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- Considering varying client factors that include physical, emotional, and mental health needs that influence the intervention process;
- Using evidence-based practice and practice-based evidence, clinical reasoning specific to occupational therapy, therapeutic use of self concepts, and theories supported by research to guide learning;
- Incorporating recommendations from an Advisory Board, Fieldwork Educators, employers, graduates, current students, and graduates that revolve around the specific goal of developing and maintaining a quality OTA Program;
- Evaluating the needs of the market, changing and emerging occupational therapy practices, and recommendations from students, graduates, fieldwork educators, and employers, and using this feedback to maintain contemporary education.

Key Personnel

Please contact the following individuals at (303) 426-1800 or at their e-mail address as designated below.

OTA Program Director Chris Sorrells MS, OTR/L csorrells@pmi.edu Academic Fieldwork Coordinator

Bailey Johnson MS, OTR/L bajohnson@pmi.edu OTA Instructors Audrey Aguilar OTR/L

aaguilar@pmi.edu Katie Blahnik BS, COTA/L kblahnik@pmi.edu

Carina Watson OTD, OTR/L cwatson@pmi.edu

Campus Director Ryan Minic rminic@pmi.edu Associate Director Paula Gaughan Schmidt
pgaughan@pmi.edu Student Services Coordinator Michaela Kavanaugh [mkavanaugh@pmi.edu](mailto:m Kavanaugh@pmi.edu)
Financial Aid Officer Jennifer Martin jamartin@pmi.edu Admissions Representatives Carson Martin
cmartin@pmi.edu Amber Monteferrante amonteferrante@pmi.edu
Mindy Siegel msiegel@pmi.edu

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Non-Discrimination Policy

In compliance with Title IX of the 1972 Education Amendments, the Equal Employment Opportunity Act of 1972, Title VII of the Civil Rights Act of 1964 as amended, and Section 504 of the Rehabilitation Act of 1974, it is the policy of Pima Medical Institute not to discriminate against any person on the basis of race, color, religion, creed, national origin, sex, age, marital or parental status, or disability in all of its educational and employment programs and activities, its policies, practices, and procedures.

Accreditation Statement

The associate-degree-level 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 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 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, all 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 examination or attain state licensure.

National institutional accreditation is maintained through the Accrediting Bureau of Health Education Schools. 7777 Leesburg Pike, Suite 314 North. Falls Church, Virginia 22043 Telephone: 703-917-9503

Job Description

Occupational therapy assistants provide treatments that will assist people with disabilities to function independently in their homes and their communities. They are patient, reliable and compassionate individuals. Under the supervision of an occupational therapist, this healthcare professional helps people regain skills lost due to injury, rebuild their health, independence and self-esteem.

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NBCOT and Certification Examination Eligibility

The National Board for Certification in Occupational Therapy (NBCOT) is the certifying body for the occupational therapy profession. NBCOT administers the initial certification examination for occupational therapists (OTs) and occupational therapy assistants (OTAs) and monitors practitioners' continued certification. NBCOT is located at 12 South Summit Avenue, Suite 100, Gaithersburg, MD 20877-4150. NBCOT's telephone number is (301) 990-7979 and their fax number is (301) 869-8492. For additional information, please visit the NBCOT Web site at <http://www.nbcot.org>.

Students should be aware that having a felony conviction may affect the ability to complete fieldwork, sit for the NBCOT certification examination, or obtain state licensure. If a student has a felony conviction of any kind, Pima Medical Institute cannot guarantee that the student will be able to attend the fieldwork site of their choice. In addition, future employment may be limited and credentialing as a COTA unattainable. NBCOT offers an early determination process to advise students who may have questionable occurrences in their history. Applicants who have questions regarding felony convictions, other events appearing on their background check, or their history should contact NBCOT using the information provided above.

Out of Pocket Expenses Not Included in Tuition

Immunizations or Titers \$ Varies by number and type needed

See Fieldwork section for required immunizations.

Background Checks \$ 27

Drug Screens \$ 34

Uniforms if required for Fieldwork \$ 0 - 90

The majority of sites allow business casual attire or allow you to wear your Pima uniform. A few will ask you to purchase scrubs or a Polo-style shirt that matches the clinic uniform.

State Licensure (after you graduate) \$ 60 in CO. Each state varies.

NBCOT Exam (after you graduate) \$ 515

** Cost is accurate at the time of publishing but is subject to change without notice.

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Academics

Academic performance is the sum of many parts. Pima Medical Institute maintains high academic standards as well as numerous resources to support you in achieving your educational goals. Please be aware of your responsibilities in this process as well as the resources available to you through the various Pima departments.

Satisfactory Academic Progress

Satisfactory academic progress (SAP) that indicates a student is moving through the program at a level of achievement that points toward successful completion of academic preparation as an occupational therapy assistant (OTA). The following considerations are important in determining successful academic performance.

Grading

Grades for all courses completed and attempted are recorded on students' permanent transcripts using the following grading system:

Grade	Standing	Percentage
A	Excellent	93 – 100%
B	Good	85 – 92%

C	Average	77 – 84%
F	Failing	76% or lower; is also assigned if a student is terminated from a Fieldwork placement
I	Incomplete	
X	Leave of Absence	
W	Withdrawn	
T	Terminated	
Pima Medical Institute does not assign pass/fail grades.		

Pima Academic and Administrative Policies

Academic and administrative policies are outlined in the Pima Academic Catalog. Please refer to the College Catalog to ensure your understanding of these college-wide policies. **You are responsible for knowing these policies, how they impact your education, and for adhering to them. Please read them thoroughly and thoughtfully and direct any questions to the appropriate Pima department.**

Course Sequencing

It is strongly suggested that programs of study be successfully completed within the prescribed timeframe, which for OTA, is 16 months of classroom/lab study and 4 months of Level II Fieldwork. Level I Fieldwork is included in the 16 months of didactic preparation. Because the OTA coursework is highly structured, sequential, and offered on a rotating basis, all classes are not available in every semester. If a student must re-take a course, it will be necessary for the student to withdraw from the program and re enter the program with the next cohort of students at the next time the course is offered. This can significantly delay progress and may affect eligibility for financial aid. Students should also be aware that if the next class is full, there may not be a seat for them in the needed class. Fieldwork II must be completed within 18 months of the completion of didactic coursework.

Course Re-Take Policy

If a student fails an OTA core course, **two** re-takes are permitted. Following a failed course, a student must withdraw from the program and complete the appeals process for re-admission. The student will re-enter with the next cohort the next semester that the course is offered. Re-admission is based on a number of considerations, including but not limited to, space availability and the student's academic and professional history.

Graduation

To graduate from any Pima program, a student must achieve a 77% in all courses. In addition to successfully completing all coursework and Fieldwork II, students will complete exit interviews with various campus personnel such as Financial Aid, as well as complete a satisfaction survey from the OTA Program. Students must be in good standing with the financial department in order to graduate.

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OTA Program Academic Policies

Lab Practicals

Occupational Therapy is a very "hands on" field. Regardless of how well someone can perform on written tests and assignments, it is the ability to apply knowledge to patient care on fieldwork and in practice that determines student success. It has been demonstrated repeatedly that students who cannot demonstrate passing lab skills are not successful in their fieldwork. To maximize the potential for success on fieldwork and in practice, we have adopted the following policy regarding lab practical and lab competency performance.

The following requirements apply to performance on all lab practicals.

- Lab practicals MUST be passed with a minimum score of 77%.
 - A MAXIMUM of 2 attempts may be made to pass a lab practical.
 - If a lab practical is re-taken, the maximum score that can be achieved is 77%.
 - Open labs are available throughout the day on Friday. Although not required as part of class time, attendance at Open Lab is STRONGLY RECOMMENDED to master the competencies that will be evaluated in each practical.
- **LAB PRACTICALS MUST BE PASSED AS STATED IN THESE GUIDELINES IN ORDER TO PASS THE CLASS. FAILURE ON A LAB PRACTICAL WILL RESULT IN FAILURE OF THE CLASS REGARDLESS OF OTHER GRADES IN THE COURSE.**

Lab Competencies

Competencies are another version of hands-on testing of OTA skills. These are skills that must be able to be performed successfully. They may or may not have grades attached to their completion. Successful completion of these competencies are required to move on from a course to the following semester.

Grading of Spelling and Grammar

Accurate spelling and grammar are requirements for documentation in the occupational therapy profession. Accurate notes convey professionalism and add to the credibility of both the practitioner and the OT profession. In preparation for note-writing and other documentation, spelling and grammar are graded as part of all written assignments. Spelling and grammar in written assignments will be graded as follows:

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- One error – no points deducted
- After first error, 1 point for each error will be deducted, up to 10% of the total points for the assignment.

If you are challenged by spelling and grammar, please consider ways to compensate for these challenges. Examples of compensatory strategies include electronic dictionaries or having a trusted individual proofread your paper.

Failing a General Education Class

The general education classes include the 1-credit courses taken in the first semester. Specifically, these include:

- CMT 105: Medical Terminology
- MTH 125: Math and Statistics
- CCM 150: Communications for the Health Professions

In the event a student fails one of these courses, the student may re-take the course with the next OTA cohort provided the timing of the course does not interfere with Fieldwork I or other timing of OTA Program events. Alternatively, an equivalent course may be taken at another college and transferred in. The following requirements apply to taking the course outside of Pima:

- Prior to registering for the class, the student must bring a course description to the Program

Director for approval.

- The student must show documented enrollment in the course by the **end of the second semester.**
- The course must be officially documented as successfully completed by the **end of the third semester.**
- Failure to successfully make up one of these courses will result in the student being dropped from the program and will require completing the process for re-enrollment.
- Courses other than those listed above must be evaluated and approved by the Program Director based on the official course description and an evaluation of specific course objectives.

Academic Advising

Academic advising is the process through which your progress in the program is monitored and in which you will have the opportunity to review your goals, celebrate your achievements, and problem-

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solve issues that may arise. Your advisors will be OTA Program faculty members. The Program Director or an instructor will be your advisor during your first two semesters. Toward the end of your third semester, you will transition to the Academic Fieldwork Coordinator as your advisor in order to prepare for Fieldwork. At a minimum, you will have one session per term at midterm to review your progress. The OTA faculty maintain an open-door policy, and you are always welcome to request a meeting with your advisor if you need assistance, want to problem solve, have an idea, or have another concern. In addition, your advisor may request a meeting if he or she feels that an issue needs to be addressed. The Pima OTA faculty approach academic advising on three levels: academic progression, professionalism, and professional development.

1. Academic Progression: Your education is a partnership between you and the OTA faculty.

You, your instructors, and your advisor will work collaboratively to maximize your success in the OTA Program. You are responsible for taking initiative to contact an instructor or your advisor if you are experiencing difficulty in a class or with some other aspect of the program. In addition, the OTA faculty members will monitor your progression through your coursework. If your performance appears to be less than optimal, your advisor will schedule a meeting to problem-solve with you. If you need assistance with a course or wish to address other academic concerns, you are expected to initiate a meeting with your advisor versus waiting for your advisor or instructor to contact you. Your achievement in the

program is our primary goal, and we will work with you to implement a number of strategies to support you in your success.

2. Professionalism: One of the themes that we hear repeatedly from OT practitioners is the importance of professional behaviors in the workplace. At Pima, professionalism is given high priority and is considered as important as academic preparation. Professionalism is evaluated in each of your courses throughout the program as are your developing technical skills. In addition, professionalism is one of the curriculum threads or themes that is carried throughout entire curriculum. All Pima students are evaluated on their professionalism using the *Professional Performance Standards*, which will be discussed subsequently. These evaluations are reviewed at your academic advising sessions and goals are set for development in selected areas.

3. Professional Development: As part of the professionalism thread, professional conduct and development are emphasized throughout all courses. Part of the thread involves setting goals for your professional development, based on your interests and learning needs. You

and your advisor will determine areas in which you want to improve or topics that are of interest to you and that you wish to develop and set goals to achieve in these areas. We encourage you to be reflective, identify those areas you want to develop, and seek to pursue them through the academic advising process. Developing this skill now will be required and will serve you well throughout your OT career. If you are achieving your foundational academic goals, we are available to help you explore additional learning and leadership roles.



PIMA MEDICAL INSTITUTE
Program Outline
Occupational Therapy Assistant

Semester I (16 Weeks)

Course #	Course	Theory	Lab	Extern	Credits
CMT 105	Medical Terminology	16			1.0
BIO 105	Anatomy & Physiology I	48	32		4.0
OTA 102	Introduction to Occupational Therapy	48			3.0
MTH 125	Math and Statistics	16			1.0
CCM 150	Communications for the Health Professions	48			3.0
PSY 130	Psychology	48			3.0
Semester I Total		224	32		15.0

Semester II (16 Weeks)

Course #	Course	Theory	Lab	Extern	Credits
BIO 106	Anatomy & Physiology II	48	32		4.0
OTA 130	Occupational Analysis	32			2.0
OTA 201	Documentation for the OTA	32			2.0
OTA 108	Growth & Development	48			3.0
OTA 115	Principles of OT in Mental Health	48	16		3.5
Semester II Total		208	48		14.5

Semester III (16 Weeks)

Course #	Course	Theory	Lab	Extern	Credits
OTA 125	Kinesiology	32	16		2.5
OTA 110	Fundamentals of Occupational Therapy	32			2.0
OTA 206	Human Occupations I	48	32		4.0
OTA 215	Principles of OT in Physical Health	48	16		3.5
OTA 220	Fieldwork I			80	1.5
Semester III Total		160	64	80	13.5

Semester IV (16 Weeks)

Course #	Course	Theory	Lab	Extern	Credits
OTA 209	Human Occupations II	40	32		3.5
OTA 230	Administrative Procedures	32			2.0
OTA 245	Pediatric Practice for the OTA	40	32		3.5
OTA 250	Specific Populations for the OTA	32	16		2.5
OTA 226	Professional Development Strategies	32			2.0
Semester IV Total		176	80		13.5

Semester V (16 Weeks)

Course #	Course	Theory	Lab	Extern	Credits
OTA 221	Fieldwork II A			320	7.0
OTA 222	Fieldwork II B			320	7.0
Semester V Total				640	14.0
PROGRAM TOTALS		768	224	720	70.5

Total Hours: 1712 768 Theory 224 Lab 720 Extern
 Total Weeks: 80
 Definition of Credit: 1 Credit = 15 Lecture Hours/30 Lab Hours/45 Extern Hours

Occupational Therapy Assistant • Course Descriptions

Courses may be offered on-ground, online, and/or blended (Las Vegas campus only): CCM 150 Communications for the Health Professions, CMT

105 Medical Terminology, HST 205 Nevada History and US Constitution, and PSY 130 Psychology.

CMT 105 Medical Terminology

Total Course Hours: 16 (16 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

The course focuses on the development of a basic framework for the language of medicine. Through memorization and practice in spelling and pronunciation of medical roots, suffixes, and prefixes, students learn to create, analyze, and apply medical terms.

Prerequisites: None

BIO 105 Anatomy and Physiology I

Total Course Hours: 80 (48 Theory, 32 Lab, 0 Extern) Semester Credits: 4.0

As the first part of a two-part anatomy and physiology introductory sequence, this course covers basic biological principles that are foundational to the study of anatomy and physiology including basic biochemistry, cellular structure and function, and organization of the human body. Students will learn the anatomy and physiology of the skeletal, muscular, nervous, and integumentary systems in this course. Pathology of these systems and the relationship of disease and disability to occupational therapy practice will be introduced.

Prerequisites: None

OTA 102 Introduction to Occupational Therapy

Total Course Hours: 48 (48 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

The course provides the student with an introduction to occupational therapy, including the various types of practice settings, client populations, roles, and the occupational therapy process. The foundation of occupational therapy will be explored—the profession's history, ethics standards, and occupational therapy values. A variety of resources will be introduced, including the standards of practice and the Occupational Therapy Practice Framework: Domain and Process.

Prerequisites: None

MTH 125 Math and Statistics

Total Course Hours 16 (16 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course is an introduction to college-level math and statistics. Students will learn how statistical data are compiled and interpreted. Knowledge gained in this course will prepare the student for more complex theoretical and practical applications in subsequent technical courses.

Prerequisites: None

CCM 150 Communications for the Health Professions

Total Course Hours: 48 (48 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides instruction on the wide range of communication skills necessary for success in health professions. Students will learn effective communication skills to enable appropriate and professional collaboration with client, family, and other professionals. Course content provides opportunities for students to communicate through a variety of media, to give and receive feedback, and to appreciate and consider the context of the variety of communication needs and styles of patients/clients, coworkers, other professionals, the general public and other contextual factors. Ethical and legal concerns related to documentation, effective use of written and oral communications, and those related to certain technologies are identified and explored. *Prerequisites: None*

PSY 130 Psychology

Total Course Hours: 48 (48 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course begins to explore the psychological nature of humans and their interactions. Students will gain an understanding of basic psychological concepts as well as an awareness of self and how these elements provide a foundation for interfacing with the social environment. Topics include but are not limited to adaptation, psychological diagnoses and dysfunction, communication, group processes, and the impact of health on behavior.

Prerequisites: None

HST 205 Nevada History and US Constitution (Las Vegas Campus Only)

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

A survey of the history of the state of Nevada with focus on mining, gaming, government and recent developments in population expansion. The course will review the Nevada State Constitution and legal ramifications. The essentials of the US Constitution will also be examined. The course is designed to meet Nevada History/US Constitution associate degree requirements. *Prerequisites: None*

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BIO 106 Anatomy and Physiology II

Total Course Hours: 80 (48 Theory, 32 Lab, 0 Extern) Semester Credits: 4.0

This course is a continuation of BIO 105. Subjects covered include central and peripheral nervous system, lymphatic system, immune system, anatomy and physiology of the respiratory system, anatomy and physiology of the digestive system, urinary system, acid-base balance, and male and female reproductive systems. Knowledge gained in this course will prepare the student for more complex theoretical and conceptual discussions of structures and functions of the human body in future technical courses. The student will

examine the body as a totally integrated and dynamic structure. Laboratory time will be available for specific anatomical structure identification.

Prerequisites: BIO 105 Anatomy & Physiology I and Semester I OTA-designated courses

OTA 130 Occupational Analysis

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course introduces the concepts of task, activity, and performance analysis. Students will learn the basics of grading and adapting tools, materials, and the environment, which will be applied in subsequent OTA courses in order to develop the occupational performance of various populations. Students will learn to consider the domains of Occupational Therapy Practice Framework: Domain and Process in the process of activity analysis.

Prerequisites: BIO 105 Anatomy & Physiology I, PSY 130 Psychology, and Semester I OTA-designated courses

OTA 201 Documentation for the OTA

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course will discuss the relationship of practice models, frames of reference, pragmatic reasoning, and appropriate terminology to documentation to support performance, participation, health and well-being. The student will document according to pertinent reimbursement issues, practice setting guidelines, and steps within the occupational therapy process. The legal implications of documentation will be discussed. Students will demonstrate entry level use of various forms of documentation in print and electronic formats.

Prerequisites: BIO 105 Anatomy & Physiology I, CMT 105 Medical Terminology, and Semester I OTA-designated courses

OTA 108 Growth and Development

Total Course Hours: 48 (48 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course covers typical human growth and development as it occurs across the life span in physical, psychological, and cognitive domains. Emphasis will be placed on the relationship of development, health, and wellness to occupational performance in all stages of life. Multicultural perspectives as well as the impact of environmental, sociological, socioeconomic, and other diversity factors on human development will be considered.

Prerequisites: BIO 105 Anatomy & Physiology I, PSY 130 Psychology, and Semester I OTA-designated courses

OTA 115 Principles of OT in Mental Health

Total Course Hours: 64 (48 Theory, 16 Lab, 0 Extern) Semester Credits: 3.5.

This course focuses on the biological/psychological/social models of mental health practice, common diagnoses, and traditional and emerging practice settings. Students will be introduced to approaches and modalities commonly used in mental health settings and their integration with occupational therapy practice. The course will cover the use of groups, selected assessments, and other occupational performance-based interventions. A focus will be on performance skills, which include emotion regulation and cognition. *Prerequisites: BIO 105 Anatomy & Physiology I, PSY 130 Psychology, and Semester I OTA-designated courses*

OTA 125 Kinesiology

Total Course Hours: 48 (32 Theory, 16 Lab, 0 Extern) Semester Credits: 2.5

This combined lecture and lab course acquaints students with principles of movement as it supports occupation. Students will review key concepts of anatomy and physiology and apply these to biomechanical function. Students will gain an appreciation for the structures of the body and basic physics concepts that allow functional mobility and activity. Students will apply kinesiology concepts to manual muscle testing, range of motion assessment, and analysis of movement.

Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, and Semesters I and II OTA-designated courses

OTA 110 Fundamentals of Occupational Therapy

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course provides an integration of the theoretical foundations of the profession with practice. Concepts that guide clinical reasoning in practice will be interwoven with the domain and process of occupational therapy. Students will begin to relate frames of reference to client populations and practice settings, and to use clinical reasoning effectively within the guidelines of roles, ethics, and scope of practice.

Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, PSY 130 Psychology, and Semesters I and II OTA designated Courses

OTA 206 Human Occupations I

Total Course Hours: 80 (48 Theory, 32 Lab, 0 Extern) Semester Credits: 4.0

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This lecture/lab course presents a “toolbox” for commonly used intervention strategies. Students will learn treatment interventions commonly used in occupational therapy practice with an emphasis on occupation as an intervention technique as well as an outcome of treatment. Activities preparatory to participation in occupation are also included. This “toolbox” includes techniques for client (re)training in ADLs, IADLs, transfers and mobility, use of adaptive equipment, neuromuscular function, and sensory perception as needed to address occupational needs.

Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, PSY 130 Psychology, and Semesters I and II OTA

designated Courses

OTA 215 Principles of OT in Physical Health

Total Course Hours: 64 (48 Theory, 16 Lab, 0 Extern) Semester Credits: 3.5

This course examines the biological/psychological/social models of physical health and wellness, focusing on the common diagnoses and pathologies most often encountered in occupational therapy (OT) practice. Also introduced are examples of assessments used for various diagnoses and pathologies, especially those of the musculoskeletal and cardiopulmonary systems. Students will be introduced to tools and interventions commonly used in physical health and emerging practice settings and their integration with OT practice. Students will explore occupational therapy treatment and other occupational performance-based interventions within the scope, roles, frames of reference, and practice guidelines related to physical health and wellness. A focus will be performance skills that include motor and praxis and sensory perceptual.

Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, and Semesters I and II OTA-designated courses

OTA 220 Fieldwork I

Total Course Hours: 80 (0 Theory, 0 Lab, 80 Extern) Semester Credits: 1.5

This course provides the student with the opportunity to recognize the use of models of practice and occupational therapy skills in practice settings under the supervision of qualified and credentialed practitioner(s). Fieldwork consists of 80 hours of placement in selected settings.

Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, and Semesters I and II OTA-designated courses

OTA 209 Human Occupations II

Total Course Hours: 72 (40 Theory, 32 Lab, 0 Extern) Semester Credits: 3.5

This course is the culmination of didactic instruction in the academic program. Drawing on pertinent aspects of the domain of occupational therapy, students will analyze the client's occupational therapy needs, synthesize occupation-based interventions, and begin to critique their application of occupational therapy concepts. Students will examine the basic principles of physical agent modalities (PAMs) and other specialty interventions commonly used in occupational therapy practice, and practice techniques related to their use. Students will participate in hands-on scenarios simulating those situations likely to be encountered during fieldwork and in practice.

Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, and Semesters I, II, and III OTA-designated courses

OTA 230 Administrative Procedures

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course introduces the occupational therapy assistant (OTA) student to administrative procedures in practice and prepares them for contributing to program management. Students will participate in program development and evaluation activities, analysis of professional literature, and promotion of the profession. Students will explore management versus leadership skills and the application of administrative procedures.

Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, and Semesters I, II, and III OTA-designated courses

OTA 245 Pediatric Practice for the OTA

Total Course Hours: 72 (40 Theory, 32 Lab, 0 Extern) Semester Credits: 3.5

In this course students will examine limitations and obstacles to occupational engagement for people from birth through 21 years of age. Students will examine the role of the occupational therapy assistant (OTA) in pediatric settings and the function of occupational therapy in the field of pediatrics. Students will explore common disabilities and diagnoses and their implications for treatment in areas of occupation in traditional, community-based, and emerging practice settings. Students will learn treatment interventions commonly used by the OTA in pediatric practice. Students will synthesize occupation-based mental and physical health concepts related to occupational performance interventions with the pediatric population.

Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, and Semesters I, II, and III OTA-designated courses

OTA 250 Specific Populations for the OTA

Total Course Hours: 48 (32 Theory, 16 Lab, 0 Extern) Semester Credits: 2.5

In this course students will synthesize occupation-based mental and physical health concepts as applied to commonly used occupational performance interventions with neurological, bariatric, geriatric, and emerging populations. In addition to exploring treatment in traditional practice settings, students will generalize their knowledge, skills, and abilities to community-based settings and emerging practice settings. An emphasis will be placed on interacting with and teaching caregivers and family members. *Prerequisites:*

BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, and Semesters I, II, and III OTA-designated courses

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OTA 226 Professional Development Strategies

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This seminar course prepares the student for fieldwork and practice by examining professional development strengths and needs and formulating a plan for advocating for oneself and the profession. To accomplish this, students will explore supervisory needs, set goals for fieldwork success, and examine effective job search strategies. In addition, students will review and prepare for the National Board for Certification in Occupational Therapy (NBCOT) Certified Occupational Therapy Assistant (COTA®) exam. *Prerequisites: BIO 105*

Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, and Semesters I, II, and III OTA-designated courses

OTA 221 Fieldwork II A

Total Course Hours: 320 (0 Theory, 0 Lab, 320 Extern) Semester Credits: 7.0

This fieldwork course provides the student with the opportunity to apply learned models of practice and occupational therapy skills in a practice setting under the supervision of qualified and credentialed occupational therapy practitioner(s). This fieldwork consists of 320 hours of placement in selected settings.

Prerequisites: Semesters I, II, III, and IV courses

OTA 222 Fieldwork II B

Total Course Hours: 320 (0 Theory, 0 Lab, 320 Extern) Semester Credits: 7.0

This fieldwork course provides the student with the opportunity to apply learned models of practice and occupational therapy skills in a practice setting under the supervision of qualified and credentialed occupational therapy practitioner(s). This fieldwork consists of 320 hours of placement in selected settings.

Prerequisites: Semesters I, II, III, and IV courses

PMI Holidays Observed

Month-Date	Holiday Observed
January – 3 rd Monday	Martin Luther King Jr. Day
May – last Monday	Memorial Day
July - 4 th	Independence Day
September – 1 st Monday	Labor Day
November – 4 th Thursday	Thanksgiving
November – 4 th Friday	Veterans Day Observed
December/January two weeks that include Dec 25 and Jan 1.	Winter Break

Syllabi

There is a syllabus for each course. This document contains basic information for the course such as credit and clock hours, prerequisites, texts used, course description, student:instructor ratio, method of evaluation, course objectives, and other information. The course is built around meeting the course objectives laid out in this document. The course syllabi is located in the Syllabus section in the Blackboard Learning Management System.

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Semester 1: December 2nd, 2020 – April 6th, 2021

Semester 2: April 14th – August 3rd, 2021

Semester 3: August 11th – November 30th, 2021

Semester 4: December 8th – April 12th, 2021

Semester 5: April 20th – August 9th, 2021 (FW II)

Due to the uncertainties related to the COVID-19 crisis, the semester dates will be reevaluated as the situation unfolds. Students are encouraged to speak with the program director about any questions regarding this. Should any dates change they will be communicated to students via email or Blackboard.

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Professional Conduct

Pima Medical Institute's Student Conduct policy is published in the 2020/2021 Academic Catalog. The OTA Program places a strong emphasis on professionalism and believes that you, as adult learners, are capable of good judgment in conducting yourself as professionals. As practitioners, you will be responsible for making decisions regarding your conduct and its implications. Therefore, we believe it is important to institute those expectations now. As one of the OTA Program's curriculum threads, professionalism is a consistent theme throughout the program.

Areas of professionalism include (but certainly are not limited to):

- Demonstrating a constructive attitude;
- Being "present" and participating;
- Being prompt;
- Embodying ethics and standards of the profession;
- Communicating effectively and proactively;
- Demonstrating respectfulness;
- Maintaining competency for practice;
- Thinking before acting;
- Exercising prudent judgment;
- Demonstrating self-responsibility and initiative;
- Offering solutions to problems or issues (versus complaining).

Attitude

The interpretation of attitude can be somewhat subjective. Even so, the instructors' combined experience suggests that certain behaviors are acceptable and that others are not in a professional practice or fieldwork setting. Guidelines for attitude in the OTA Program are based on the collective input and experience of OTA faculty, fieldwork educators, Advisory Board members, and the American Occupational Therapy Association (AOTA) guidelines, NBCOT principles, and the Colorado Practice Act and Licensing Regulations for OTs and OTAs. Students are encouraged to request feedback from instructors and classmates if they are unsure about how others are responding to their behavior and

demeanor. An attitude of respect, acceptance, and openness to learning is expected. Attitude is interpreted by the behaviors observed by others. Professionalism grades on the PPS are influenced by behaviors observed in class, lab, and on Fieldwork. The following are expectations for conveying an appropriate professional attitude.

1. Verbal and non-verbal behavior that would be expected in a professional practice setting. Foul or abusive language, inappropriate gestures, disruptive behavior, and other actions that are generally unacceptable in this culture are not tolerated.
2. Consistent respect for all individual diversity, including religion, race, sex, sexual orientation, marital status, age, beliefs, disability, or cultural differences is expected. Verbal or non-verbal actions that indicate a lack of respect for individual diversity will not be tolerated in the OTA Program.
3. Receptiveness to constructive feedback – both positive and corrective. Feedback is intended to develop your professional effectiveness as an OTA.
4. Respectful inquisitiveness and courteous disagreement. We want you to analyze and question what you hear and don't expect you to agree with everything. Voicing your opinion and disagreeing in a considerate and assertive manner is a critical professional skill.

Participation and “Being Present”

Participation and “being present” are indicated by non-verbal behavior as much as by verbal behavior. Attitude is frequently evaluated by the impression conveyed by both your verbal and non verbal actions. The following guidelines are examples of how your “being present” is assessed. Note that this list is not exhaustive.

1. Attend to materials and activities pertaining to the current course. Please do not work on other course assignments or responsibilities in class. Points may be deducted from assignments, at the instructor's discretion, if this situation arises or persists.
2. Be attentive and contribute to class discussions and activities in a consistent and thoughtful manner. Like attitude, attentiveness may be somewhat subjective. Although subject to individual interpretation, much of attentiveness is construed by your nonverbal behavior such as:

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- Thoughtful affect (e.g., portrayed by eye contact, body language, and facial expressions);
- Quality contributions to discussions and activities;
- Relevant questions and comments that reflect attention to current classroom process and discussion;
- An effort to use and apply information presented in class;
- Assertive and respectful questioning of or disagreement with ideas;
- Responses that reflect respect for all points of view and beliefs;
- Refraining from non-course related activities such as using computers for business other than that related to class or using cell phones during class time.

Promptness

Timely submission of materials and meeting deadlines is a critical piece of professional occupational therapy practice. One example of a professional deadline encountered in practice is the requirement to submit documentation, such as Medicare reports, within federally mandated timeframes.

Another example is being effectively prepared for meetings and client consultations for which you are responsible. In preparation for this expectation, the following suggestions are made: 1. Be responsible for knowing when assignments and other items are due.

2. Develop time management strategies that suit your needs.
3. Manage distractions and allow ample time for your tasks.
4. Use alternative means to submit an assignment if you must be absent on the day an assignment or other item is due (see Program Policies).
5. Refraining from side conversations during class.

Ethics and Standards

The ethical standards that occupational therapy practitioners are expected to exemplify in practice are delineated in the *Occupational Therapy Code of Ethics* (AOTA, 2015). As occupational therapy assistant students, you are expected to follow these ethical guidelines. To incorporate these Standards into your daily practice:

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1. Know the ethics standards and guidelines for their use as well as understand the values and attitudes expected in the profession. These documents are available at www.aota.org and will be covered thoroughly in class.
2. Reflect on your decisions and behavior. Would you be able to justify your behavior and decisions based on the Code of Ethics?
3. Get in the habit of using the ethical standards. When you are faced with a decision (OT related or not), apply the ethical standards to your decision-making process.

Academic Honesty

Academic honesty is expected in all activities. Incidences of cheating, plagiarism and other examples of dishonest and illegal behavior will not be tolerated. Cheating or plagiarizing on a test or assignment will result in a "0" for that activity and be addressed according to Pima policy. Legal and ethical violations will be addressed per Pima policy as well as any applicable law or other appropriate standard. Dishonest behavior includes, but may not be limited to, the following: 1. Looking on another student's paper during a test;

2. Communicating with others during an examination;
3. Using unauthorized materials and/or devices in the preparation of an assignment or in the taking of an examination;
4. Accepting or providing unauthorized assistance in the preparation of assignments or the taking of an examination;
5. Submitting as one's own work essays, term papers, lab reports or other projects, in which portions or the entirety have been prepared by others;
6. Obtaining, possessing, or gaining knowledge of answers to a current test or assignment before it has been distributed to the class, without the knowledge and consent of the instructor;
7. Gaining, without authorization, access to the work of another student, such as accessing the computer file of another student;
8. Plagiarizing (presenting as one's own the ideas, the data and/or the works of another);
9. Inventing data or information in the preparation of assignments, except when such

invention is expressly authorized.

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10. Failing to properly cite sources used in the preparation of assignments, projects, or other submitted work.
11. Submitting an assignment, previously prepared for one course to satisfy requirements of another course, unless instructed to do so by the instructor.
12. Discussing a lab practical or lab practical content in **any way, including one's own performance on the practical**, with another student while testing is in progress.

Online Expectations

To protect the integrity of examinations and ensure academic honesty, proctoring of remote exams may occur. Different and changing methods may be used for this. This could include monitoring during the exam via Zoom, proctoring services such as Lockdown Browser, or similar solutions. This may involve recording of the student and their work environment.

Your environment should be free of clutter, paper, notes, phones, other people who could contribute to exam, etc.

Any method of recording examination materials (copy/paste, screenshots, taking pictures, writing the questions down with pen and paper, etc.) is a violation of the Academic Honesty policy.

If students have a question about an exam item, they should write down the question number to discuss with the instructor. Exam questions, or portions of their content, should not be copied in any fashion. Please keep in that NBCOT takes the same approach to exam security and their consequences of any violation can be extreme. Violations of this policy will include punishment up to and including termination from the program.

Confidentiality

Confidentiality is both an ethical and a legal issue. Principle 3 of the Occupational Therapy Code of Ethics and Ethics Standards (AOTA, 2015) addresses client autonomy and confidentiality; laws such as the Health Insurance Portability and Accountability Act (HIPAA) provide legal guidelines for the

disclosure of health information. In addition, the National Board for Certification in Occupational Therapy (NBCOT) and the American Occupational Therapy Association (AOTA) may place sanctions on practitioners who have committed a breach of ethical standards. Observing the following will contribute

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to maintaining privacy and confidentiality. Please note that this list cites examples only; each situation is unique and requires thoughtful assessment and sound judgment.

1. Maintain strict confidentiality with respect to other students, including information disclosed in class or other arenas.
2. Refrain from discussing any patient or client or other confidential information in public places, such as elevators, cafeterias, and hallways.
3. When referring to clients in the classroom setting (such as in a case study or reporting from Fieldwork), use initials or a pseudonym versus a name. Omit identifying information.
4. Abide by legal regulations related to patient/client records.

Communication

Much confusion and misunderstanding can be avoided with effective communication. Written and spoken communication practices influence your relationships with your classmates, instructors, patients/clients, and professional colleagues. Skills to build your communication proficiency are emphasized throughout the OTA curriculum in the *Therapeutic Use of Self* curriculum thread, documentation practices, and in general contexts. In general, enhance your communication with your colleagues by:

1. Making sure your meaning is clear and that you understand the meaning of others;
2. Being accurate in your information and double-checking your facts as needed;
3. Conveying time-sensitive information in a timely manner;
4. Avoiding gossip and rumors;
5. Separating fact from fiction;
6. Addressing conflict promptly and professionally;
7. Being sensitive to the feelings and needs of others in your communications.
8. Documenting accurately communication that may impact you in the future;
9. Maintaining a receptive and open attitude;

10. Avoiding “groupthink;”

11. Balancing your attitudes, emotions, and asking questions with advocating for others; 12. Using accurate spelling, grammar, and punctuation in written work;

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13. Using professional language, verbiage, and salutations; (This includes e-mail, which can be considered an “informal” means of communication. In a professional setting, informal salutations and other word choices are not acceptable.)

14. Writing legibly when not using a word processing program.

Communication and assignments that do not reflect professional language standards may be returned for revision before being accepted. In the case of assignments, late paper policies will apply. Note that these guidelines apply to **all** communication, including e-mail, voice messages, and written messages in addition to formal assignments.

Please be aware that the expectations described in this section are not exhaustive. Your best judgment should always be your guide in determining appropriate behavior for any situation.

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Professional Practice Standards (PPS)

All students at Pima Medical Institute are required to consider their professional conduct as part of their education. Feedback from the field consistently tells us that professional behaviors are the most critical skill for students to possess and are the ones that are typically lacking. Our goal is to assist you in developing strong professional behaviors that will be to your advantage on fieldwork and in practice. Development of these skills requires self-awareness and honest self-reflection, meaning you must consciously attend to your behaviors and daily interactions with others and the environment. The procedures for achieving your PPS grade are as follows:

1. Professionalism points account for a percentage of the final grade in each class. The PPS grade in each class is determined according to the guidelines provided by the instructor. The final professionalism grade is calculated as a percentage of the total possible professionalism points in a class.
2. In one pre-selected class each semester, you will write a reflection paper addressing your development in the area of professionalism. These papers are not graded on content, as this type of content is highly individual and personal, but they will be graded on thoughtfulness and honesty.
3. Each semester in your advising session, you will review your professionalism goals and progress with your advisor.

PPS addresses the areas discussed in the previous section (*Professional Conduct*). The following table outlines expected professional behaviors, how they will be assessed in the program, and how each relates to expectations in professional practice. The assessment form that your instructors will use in each class to grade your professionalism is also included. This form will be reviewed with you at midterm and at the conclusion of each semester.

PPS scores can be accessed through Google Docs. You will be provided access to and instructions for accessing your current PPS scores. This is a living document that is updated regularly. It is recommended that you check your PPS document once or twice weekly to monitor your progress as well as request clarification (if needed) in a timely manner.

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Professional Skill	Assessed by...	Related Practice Expectation
Dependable Behavior	• Attending class each day • Arriving to class and returning from breaks on time • Staying for the duration of the class	• Meeting work schedule expectations ○ Work hours ○ Meetings ○ Client conferences • Prioritizing your work responsibilities

Responsible Behavior and Taking Initiative	• Turning in assignments on time • Notifying the instructor when absent or late • Managing time effectively • Making effective use of open lab times	• Meeting documentation deadlines • Notifying employer when absent or late • Independently managing a busy work/client schedule • Independently making cost-effective use of “down time” on the job
Appropriate Conduct	• Projecting a positive attitude • Accepting constructive feedback • Being courteous to others • Observing Pima and classroom policies and procedures • Demonstrating empathy • Abiding by legal and ethical standards	• Being positive with clients and colleagues in the workplace; participating as a team member • Accepting and discussing feedback from fieldwork and employment supervisors • Following facility, state, and Federal regulations related to healthcare and OT practice • Demonstrating an appropriate attitude toward clients and caregivers • Abiding by legal and ethical standards
Effective Communication	• Working effectively in assigned groups • Participating in class discussions and activities • Expressing ideas and opinions assertively and respectfully • Expressing disagreement in a positive manner (e.g. providing a constructive suggestion and accepting response)	• Working on a multi disciplinary team • Contributing to team meetings and client conferences • Participating as an assertive and respected team member • Contributing constructive suggestions and respecting the impact of regulation on practice

Professional Skill	Assessed by...	Related Practice Expectation
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Being Prepared	• Bringing required textbooks and materials to class • Completing assignments thoroughly and thoughtfully • Knowing the material so that effective contribution to class activities can be made	• Being prepared with necessary treatment materials • Completing treatment activities and required follow-up thoroughly and effectively • Knowing information for team meetings and client conferences so that effective contributions can be made
Professional Appearance	• Following the PMI dress code, including using a “Jean Day” sticker if out of dress code • Maintaining personal hygiene • Body posture/language that indicates attentiveness and involvement • Appropriate eye contact • Affective expression that is approachable by classmates and instructors	• Demonstrating appropriate non-verbal communication with clients and colleagues • Maintaining personal hygiene • Demonstrating interest in and relatedness to clients • Demonstrating attentiveness and involvement in team meetings and client conferences. • Affective expression that is approachable to clients and colleagues
Professional Growth and Development	• Accepting constructive feedback • Taking responsibility for one’s own learning (e.g., clarifying information when needed, asking questions, seeking mentoring) • Taking responsibility to develop professional behaviors based on feedback and learning	• Accepting constructive feedback and suggestions for growth in professional supervision • Seeking answers regarding practice situations about which you are unsure • Developing your interests and expanding your skills as an OTA • Putting professional supervision feedback into your practice

Please remember that there is no feasible way to address every circumstance that can arise in school, on Fieldwork, or in professional practice. You are expected to use these standards as guidelines



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Occupational Therapy Assistant Program

Student Professional Performance Standards

Student professional performance is graded using the criteria identified below. The examples given are not all-inclusive; students are referred to the Occupational Therapy Student Handbook for detailed descriptions of the behaviors that define these areas and for an explanation of how they relate to expectations in the workplace. Two or four points are deducted from the PPS grade for each instance in which professional expectations are not met. These are guidelines; in the event of a policy violation that would be equivalent to significant disruption in the workplace, additional points may be deducted. Absences documented by a physician's note are reported as required by the United States Department of Education (USDE) but do not result in point deduction on the PPS. The "Comments" section is to be used at the instructor's discretion for additional feedback.



Occupational Therapy Assistant Program Student Professional Performance Standards

Student professional performance is graded using the criteria identified below. The examples given are not all-inclusive; students are referred to the Occupational Therapy Student Handbook for detailed descriptions of the behaviors that define these areas and for an explanation of how they relate to expectations in the workplace. Two or four points are deducted from the PPS grade for each instance in which professional expectations are not met. These are guidelines; in the event of a policy violation that would be equivalent to significant disruption in the workplace, additional points may be deducted. Absences documented by a physician's note are reported as required by the United States Department of Education (USDE) but do not result in point deduction on the PPS. The "Comments" section is to be used at the instructor's discretion for additional feedback.

[illegible]

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100	Examples of <u>dependable behavior</u> include, but are not limited to: • Attending class each day • Arriving to class on time • Returning from break on time • Staying for the duration of the class • Fulfilling individual responsibilities of group endeavors	# of incidents: Score: 1st incident x2= _____ Subsequent x4= _____ Record the number of late arrivals/early departures, instances where group is unsupported.	Dates and Comments: Total Points Deducted:
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100	Examples of <u>responsible behavior</u> include, but are not limited to: • Turning in assignments on time • Notifying the instructor when absent or late • Managing time effectively • Making effective use of open lab times • Taking <u>appropriate</u> initiative to do what needs to be done without being asked	# of incidents: Score: 1st incident x2= _____ Subsequent x4= _____ Record late assignments or absence without notification and instances of open lab and other time being used inappropriately.	Dates and Comments: Total Points Deducted:

for resources in these areas. High quality, accurate work free from spelling and grammatical errors, is expected in professional practice.

- The required format for assignments is as follows:
 - Typed
 - Standard (1 inch) margins
 - 11 or 12 point standard font (Times or Arial)
 - Double spaced
 - Error-free regarding spelling, grammar, punctuation, and other standards of written English
 - Name on every page
 - Numbered pages
 - Pages affixed with a standard fastener (e.g., paper clip, staple, binder clip); not folded over at the corner or “dog-eared.”
- If an assignment must be returned for correction to meet these standards, the late policy for assignments, as described below, applies.

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OTA General Program Policies

The OTA Program maintains policies to promote consistency and fairness in the business it conducts with students and other constituents. These policies are intended to be in keeping with Pima policies as well as to instill in students a sense of professional responsibility. Program policies are implemented to reflect general professional standards and current expectations in OT practice. Please note that policies specific to fieldwork are referenced in the *Fieldwork* section of this manual and presented in more extensive detail in the Fieldwork I and II manuals that you will receive prior to the Fieldwork experience.

The general expectation in the OTA Program is that you treat your commitment here as you would treat an **employment situation**. Conduct, attendance, communication, and other aspects of a professional position should be reflected in all activities.

Attendance

Consistent attendance will be a basic expectation in practice and in your fieldwork. To set the foundation for professional practice and fieldwork, the following expectations are set in the OTA Program:

1. Every effort should be made to attend all classes, as there is a significant amount of information provided in each session. However, we recognize that illnesses and emergencies may at times cause you to miss class. **Please make every effort to schedule pre-planned appointments and other commitments at times that do not interfere with class time.**
2. Because it is good professional practice to notify colleagues ahead of time when a professional appointment cannot be kept, students are expected to notify the instructor **by e-mail prior to** the beginning of class when an absence must occur. E-mail is required for documentation purposes; **telephone messages will NOT be considered ample notice.** Absences result in a deduction of professionalism points, except in excused absences which include a death in the immediate family (spouse/partner, child, parent, grandparent), jury duty, or hospitalization. Other emergent situations may be considered on a case-by-case basis. Documentation is required for any excused absence. If notification of an absence is

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not received prior to the start of class, professionalism points in addition to those accrued for a notified absence will be deducted for that day.

3. Verifiable documentation of any absence may be required upon your return to class.
4. Please be aware that as a recipient of Federal financial aid funding, Pima is required to meet certain standards regarding attendance. Students exceeding a certain number of absences may become ineligible for financial aid funding. In order to keep students apprised of attendance requirements, Pima Medical Institute has implemented a policy delineating acceptable percentages of total hours per semester that a student can miss. If the maximum number of hours (15% of the total semester hours) is missed, a student may be terminated from the program. Attendance is documented daily on each student's annual calendar as well as on a sign-in sheet which is circulated in each class. The following guidelines apply to attendance:

OTA SEM I SEM II SEM III SEM IV

5%*	12.8hrs/3.2 days	12.8hrs/3.2 days	11.2hrs/2.8 days	12.8hrs/3.2 days
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10%** 25.6hrs/6.4 days 25.6hrs/6.4 days 22.4hrs/5.6 days 25.6hrs/6.4 days
15%*** 38.4hrs/9.6 days 38.4hrs/9.6 days 33.6hrs/8.4 days 38.4hrs/9.6 days

*Student receives a written notice from Student Services.

**Student is placed on Attendance Probation and is required to meet with Student Services.

***Student is placed on Final Notice and is required to meet with Student Services. Additional absences may result in termination from the program.

5. Students are responsible for obtaining class material from classmates and are responsible for contacting the instructor for clarification of information as needed. Please have a classmate pick up any handouts and materials from classes that you miss. Follow up with your instructor if clarification of the information is needed. **You are responsible for any missed content.**

Assignments and Test-Taking

Policies regarding timely submission of assignments and taking make-up tests have been put in place to ensure (as much as possible) equity in the administration of assessment measures. All assignments turned in on time and completed per the assignment directions are eligible to earn up to 100% of the allocated points for that assignment. To maintain a stream of fairness, a policy has been set to ensure that all students receive the same amount of time to complete assignments and to eliminate

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“extra” time to complete assignments without penalty. In addition, prompt submission of written reports is a critical factor in the practice world. The following policies are intended to support the timely meeting of deadlines.

1. Assignments are due **at the beginning** of the class period on the day indicated in the syllabus or by the instructor. Assignments turned in after the beginning of class are considered late and subject to penalty.
2. If an absence occurs on the day an assignment is due, then the assignment should be submitted by time/date-stamped e-mail, fax, or delivered in some other manner to the instructor **by the beginning of the class**. Assignments not submitted on time secondary to an absence are subject to the late penalty. If emergent conditions prevent the timely delivery of an assignment, verifiable documentation of the emergency may be requested on

a case-by-case basis.

3. Any assignment turned in late due to a reason other than those listed below (see #4) will first be graded for quality and content, as are all assignments. After it is graded for content, a late assignment will be subject to a reduction in points as by the instructor and Pima policy. The rationale for this policy is to maintain a stream of fairness by not allowing extra time to complete an assignment. Point deductions are as follows **and include holidays and weekends:**

- 10% deduction for assignments turned in within 1 day (24 hours) of the beginning of the class in which it was due.
- 20% deduction for assignments turned in within 2 days (48 hours) of the beginning of the class in which it was due.
- 30% deduction for assignments turned in within 3 days (72 hours) of the beginning of the class in which it was due.
- 40% deduction for assignments turned in within 4 days (96 hours) of the beginning of the class in which it was due.
- 50% deduction for assignments turned in within 5 days (120 hours) of the beginning of the class in which it was due.
- A zero (0) will be given for any assignment turned in later than 5 days after the due date. Feedback will be given if the student requests it.

4. If an **emergent** absence occurs on the day an assignment is due, then the assignment should be submitted by time/date-stamped method (e.g., e-mail) **prior to the beginning of the**

class. A hard copy **identical to the one submitted** electronically should then be turned in to the instructor immediately upon return. Assignments not submitted on time secondary to an absence are subject to penalty as are assignments that are in any way different from the electronically submitted version. This policy is to ensure fairness in the time allotted to complete assignments as well as respect your responsibilities as adults. **Please note that this policy pertains only to emergent medical situations. It will not apply to routine appointments for check-ups or immunizations.** Please schedule routine appointments at times other than class time. Your physician's documentation must note illness, injury, or other emergent situation in order for the absence to be excused.

In the event of an absence where an assignment is not e-mailed and turned in late, it will be

subject to a 10% deduction if turned in on the first day back on campus. If the assignment is not turned in on the first day back, a grade of “0” will be assigned.

5. Missed exams must be made up on the day of return to school and are subject to a 10% point deduction, per Pima policy. Again, this policy is in place to maintain a stream of fairness by not allowing extra study time above and beyond what the majority of the class has had. Missed tests are kept at the front desk in the first floor lobby; please request your test from the person at the front desk. You will need to leave backpacks, purses, cell phones, and other belongings at the front desk. Make-up tests are taken in the testing center, library, or other location deemed appropriate by the Pima staff. Return the completed test to the front desk. It is **your** responsibility to take the test upon your return. (The instructor will not “track you down.”) Tests and/or lab practicals may not be taken early. Exams not taken on the day the student returns to class will be given a score of “0”.
6. In extenuating circumstances, these policies may be adjusted on an individual basis. It is the student’s responsibility to contact the instructor to make arrangements for making up missed work.

Cell Phones

Cell phones are an integral and convenient part of contemporary life, while at the same time, can be a major distraction as well as a rude interruption to other activities. This is especially true in the classroom. Pima policy indicates that cell phones are not to be used in the classroom. Please put your

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cell phones on “vibrate” or “silent” to preserve an uninterrupted environment that is conducive to learning. Text messaging is not permitted during class or lab and should be saved until the break. The OTA Program also recognizes that as adults, you have responsibilities outside of school that may require that you be contacted during class. In the event that you must take a phone call, please follow these steps:

- With phone on **vibrate**, check to see if the call is indeed an emergency. An emergency is defined as something that does not occur on a regular basis and must be addressed immediately. (e.g., Your child getting home from school every day is **not** an emergency.)
- If you must take the call, quietly leave the classroom and take the call in the hallway. •

Make the call as brief as possible.

- Return to the classroom without causing disruption.
- If the situation requires that you leave, please let the instructor know.
- Make sure that you get any missed information from a classmate, and clarify any questions with the instructor.

This policy is in place to respect that fact that adult learners have many commitments in their lives. To date, the policy has been respected and has not been misused throughout the history of the OTA Program. Continuing to use this policy as it is intended will ensure that we are able to keep it in place. The instructor for a class maintains the right to ban cell phones from the classroom if their use becomes excessive or disruptive to learning.

Food and Drink

Water in a clear, sealed container is permitted in the classroom. Containers must be stored in your bag when not in use. Food and beverages of any other kind is prohibited in Pima classrooms or hallways. Please save drinks other than water and snacks until break and enjoy them in the student lounge or outside.

Class Breaks and Third Floor Hallway

The OTA classroom and lab are located on the third floor, which is occupied by other businesses not affiliated with Pima. Therefore, courtesy to the neighboring organizations is of primary importance. On breaks, **please do not congregate in the hall**, as this becomes disruptive to others on the third floor. Please socialize only in the Student Lounge or outside the building. This also applies to arrival at school.

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If the lab or classroom is not unlocked when you arrive, please wait in the student lounge, library, or computer lab or contact an OTA faculty member to unlock the door. **Please do not sit in the hallway.** This becomes an inconvenience for patrons of the other businesses on the third floor. Compliance with this requirement is part of professionalism and will be reflected in the PPS grade.

Textbooks

Pima offers the convenience of ordering textbooks for students each semester, which saves students a significant amount of time and frustration and ensures that students receive the correct book and

current edition. The textbook fees are included in the charges for each semester. Once an enrollment agreement is signed a student agrees to tuition and fees, which includes textbook charges. Therefore, once an enrollment agreement is signed, students will receive textbooks each semester. **A student will receive and be held financially responsible for textbooks once they have signed an enrollment agreement.**

Blackboard and E-mail

Pima uses the platform *Blackboard* as the electronic interface for delivery of online course material. While (at this time) none of the OTA classes are online, the OTA instructors use Blackboard as a means of delivering course materials, making class announcements, sending e-mails, and posting grades. **You are responsible for retrieving information and grades from the Blackboard site.** Your instructor will inform you when materials are posted.

E-mail is the primary means of communication from Pima and the OTA Department. Please note that Pima e-mail is sent to your Pima account. **If you do not check your Pima e-mail daily, please modify the Pima account settings to forward your mail to the e-mail that you do check on a regular basis (at least daily; twice daily is recommended).** You are responsible for messages and materials sent from Pima administration and the OTA Department. We recommend checking your e-mail in the morning and evening to ensure that you are receiving pertinent and time-sensitive messages.

Problem Resolution and Grievance Procedures

The OTA Program's process for filing a general grievance reflects that of Pima Medical Institute as stated in the Academic Catalog. The steps to be taken follow the Pima chain of command.

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- If an issue arises within the OTA Program, please follow these steps in the following order:
1. Address the concern with the person with whom the issue has arisen.
 2. If resolution is not possible, contact the Program Director, Fieldwork Coordinator, or Instructor, depending on the nature of the issue.
 3. If the situation cannot be resolved at the department level, the student should submit the grievance in writing to the Campus Director or Associate Director.
 4. In the event that a solution cannot be determined at the campus level, students may contact the Pima Medical Institute CEO at the corporate office at 40 N. Swan, Suite 100,

Tucson, AZ 85711. The corporate office can be reached by telephone at (888) 746-2844.

5. If discussion with the corporate office cannot accomplish resolution of the issues, the student may contact the Colorado Department of Education, Division of Private Occupational Schools (DPOS), 1560 Broadway Suite 1600, Denver, CO 80202. The Department of Education's telephone number is (303) 866-2723.

If a student has an issue with the OTA Program itself, steps one through four above should be followed. Beyond the corporate office, students may contact the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-2682. ACOTE can be found online at www.acoteonline.org.

Effective Date: January 1, 2010 Revised Date: August 7, 2018

PMI – 037: Grievance and Discrimination Complaint Procedure

I. Purpose

To provide an avenue of due process for students (i.e., grievant) who do not agree with the Institution's (Pima Medical Institute) determinations.

II. Additional Authority

U.S. Department of Education (USDE), Accrediting Bureau of Health Education Schools (ABHES), Accreditation Council for Occupational Therapy Education (ACOTE), Commission on Accreditation of Allied Health Education Programs (CAAHEP), Commission on Dental Accreditation (CODA), Commission on Accreditation for Respiratory Care (CoARC), Commission on Accreditation in Physical Therapy Education (CAPTE), Commission on Dental Accreditation (CODA), Joint Review Committee on Education in Radiologic Technology (JRCERT), Arizona State Board for Private Post Secondary Education (AZPPSE), California Board for Private Postsecondary Education (BPPE), Colorado Higher Education Department Division of Private Occupational Schools (DPOS), New Mexico Higher Education Department (NMHED), Nevada Commission on Postsecondary Education (CPE), Texas Workforce Commission (TWC), Washington Training and Education Coordinating Board (WTECB), Washington Student Achievement Council (WSAC), and state boards of nursing (BON)

III. Responsible Party(ies)

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All staff, faculty, and students

IV. Policy Statement

Student concerns should first be addressed within the program or through student services. When a concern is not sufficiently addressed to the student's satisfaction, a formal written complaint may be initiated following the procedures outlined in this policy.

V. Procedure A. Formal Written Complaints 1. Student grievances are recorded in writing on the appropriate campus form(s).

2. Procedures described in this section may be used for the following types of grievances: a.

Termination/readmission: i. Appeals from students who have been terminated from a program of study may appeal for readmission within 60 days of the termination date.

b. Complaints: i. Complaints alleging discrimination on the basis of race, national origin, color, sex, disability, age by students, staff, or third parties.

ii. Such complaints must be filed within 30 days of the last alleged incident of discrimination. c. Other: i. Other student concerns that cannot be resolved through discussion with the instructor or program director. 3. Procedure a. Student must submit the substance of the grievance in written form to the campus director, associate director, or the PMI Title IX Coordinator, Liby Lentz, at TitleIXCoordinator@pmi.edu. b. An appointment will be made to meet with the campus director, associate director, or Title IX Coordinator. c. The campus director, associate director or Title IX Coordinator will respond to the complaint within 10 working days of the meeting. d. If the grievance is still unresolved after meeting with one of the above-named individuals, the student may telephone or write the PMI CEO, Fred Freedman: 888-412-7462 or 40 N Swan Road, Suite 100, Tucson AZ 85711. i. The student must submit the substance of the grievance in written form to the CEO. e. The CEO will respond to the written complaint within 30 days of receipt, if possible. i. The CEO or designated PMI representative will conduct an impartial investigation that will include a review of relevant documents. ii. The student will have an opportunity to provide relevant information and evidence prior to the investigation. f. During or after the investigation, at the request of the complainant, PMI will consider various options to protect the complainant as appropriate, including but not limited to: i. A no-contact order (complainant may go to local law enforcement)

ii. Health and mental services
 iii. Academic support
 iv. Opportunity to retake the class
 v. Withdraw without penalty

g. Further, PMI states that retaliation is absolutely forbidden and will discipline any person engaging in retaliatory conduct.

h. If an actual hearing is convened at the request of the CEO, then both parties will have access to all the evidence at least 10 days before the hearing.

i. One or both parties may be represented by a duly licensed attorney at the hearing.

j. However, the formal rules of evidence shall not apply. i. Cross-examination of the parties may only be done by a party's attorney.

ii. No party to the hearing shall directly cross-examine another party.

k. Documentation will be kept of all steps of the process by the Title IX coordinator.

l. PMI will take all necessary steps to train the investigators, Title IX coordinator, adjudicators, etc., on the applicable laws and these procedures.

m. Once the outcome of the complaint or grievance has been determined, written correspondence will be provided to all parties involved as assurance that corrective measures will be taken to prevent reoccurrence of a complaint related to discrimination of any kind.

n. If the investigation determines that discrimination has occurred, corrective action will be taken, including consequences imposed on the individual found to have engaged in the discriminatory conduct, individual remedies offered or provided to the subject of the complaint, and/or staff or student training or other systemic remedies as necessary to eliminate discrimination and prevent it from reoccurring.

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o. If the complaint cannot be resolved after exhausting PMI's grievance procedure, the students may file a complaint with the appropriate state or accrediting agency listed in this catalog. i. Each agency has specific procedures for filing a grievance.

ii. Student is advised to contact the agency directly to ensure proper filing of concern.

p. There shall be no conflict of interest or the appearance of a conflict of interest during any stage of the grievance process.

q. If the investigation will take longer than 30 days, all parties will be apprised of the steps being taken. r. Sanctions can range from a written reprimand to expulsion from the school in the case of a student, or termination from employment in the case of an employee, depending on the nature and severity of the charges.

s. PMI will keep the student's (i.e., accuser) identity confidential as much as possible. However, it may be necessary to release the student's name to the accused in order to fully investigate the grievance or charge. t. Evidence of past relationships will not be allowed as evidence in this process.

B. Recordkeeping 1. All campus directors are required to have a complaint file

2. For degree programs, the program's accrediting agency may require a copy of any formal complaints; a record must be kept on file for the length of time designated by the programmatic and/or institutional accreditor, whichever is longest.

C. Notification 1. At minimum, the Grievance and Discrimination Complaint process is to be published in the catalog and degree program / Practical Nursing Student Handbook.

Lab Use

****NOTE:** The COVID-19 pandemic has impacted the amount and ways in which we utilize the classroom and lab. Below is the general policy re: lab use. As of the start date (12/02/2020) we are unable to offer Open lab hours. This places a further emphasis on the student to practice these skills at home or with other students as safely able and following all state and local orders. We will resume normal lab operation as soon as it is safe reflected in governmental and institution policies.

Extensive practice is required In order to gain proficiency in the skills taught in class. Lab hours are attached to several courses; however, it is strongly recommended that students take advantage of open lab times that are available. The following policies apply to lab use outside of scheduled course lab time.

• Availability

- Open lab hours are from 8:00 a.m. until 5:00 p.m. Monday through Friday. Supervised lab time is available on Fridays from 8 a.m. – noon and 1 – 5 p.m. During these times, an instructor is available to assist you and answer questions.
- Students may be in the lab only when an OTA instructor is present in the building.

• Documentation

- A sign-in sheet will be posted on the lab door.
- Students must sign in and out of the lab and indicate the date and the course/instructor for which they are studying or practicing skills.

• Equipment Use and Care

- If electrical equipment (e.g., NMES, Ultrasound, splinting pans and heat guns) is used, an instructor must be present.
- Approval to use any expendable supplies in the lab must be obtained from an instructor.
- If a piece of equipment breaks or is found to be in disrepair, or if supplies are running low, students must notify an instructor by e-mail.
- Equipment must be properly cleaned following use.
- Equipment and supplies must be returned to their designated storage place after use.

- **General Conduct**

- Voices must be kept at a conversational level out of respect for surrounding businesses and classes being held in the OTA classroom next door. Sound travels easily through the ceiling tiles and disturbs other students in the classroom as well as patrons of surrounding businesses. Disregard for noise levels in the lab will be reflected in the PPS grade and may result in termination of lab use privileges.
- Eating/drinking is not permitted while engaged in hands-on learning activities. ○ Personal belongings must be removed from the lab at the close of the session. Pima is not responsible for lost or stolen articles.
- The lab is to be left in a clean and orderly condition.
- Children, non-Pima students, and other outsiders are not permitted in the lab. Visitors attending lab for professional/instructional purposes may be permitted by an instructor on a case-by-case basis.
- Students may use the refrigerator in the lab for lunches and snacks, provided there is room in addition to any refrigerated supplies used for labs. Food items kept in the refrigerator longer than one day (e.g., condiments, food to be eaten over several days) **must be labeled with the owner's name and date placed in the refrigerator.** Food to be consumed the same day (e.g., lunches) does not need to be labeled. **The refrigerator is cleaned on Fridays and any perishable or outdated food items will be discarded.** Please remember to remove your perishable items before Friday.

- **Enforcement**

- Repeated violation of these guidelines may result in the temporary or permanent revocation of open lab privileges.

Dress Code

Pima enforces a dress code that reflects general standards of the healthcare industry. The official Pima dress code is provided below. Students not in compliance with the dress code may be asked to change into official uniforms (if extras are available on campus) or asked to return home to change into appropriate attire. In such a case, the PPS is docked for both inappropriate attire and the time absent to change clothes.

Pima Medical Institute - Policy and Procedure

PMI Institution Policy

Effective Date: May 15, 2014 Revised Date: April 15, 2019 PMI – 003: Dress Code and Professionalism

I. Purpose

To ensure consistent dress code and professionalism standards for Pima Medical Institute students.

II. Additional Authority

Not applicable

III. Responsible Party(ies)

Program directors, faculty, and students

IV. Policy Statement

Establish a universal dress code and professionalism policy to be followed at Pima Medical Institute (PMI) campuses. These requirements apply while in attendance at school, extern sites/clinical settings, volunteer activities, and PMI affiliated field trips.

V. Procedure

A. Uniforms and ID Badges

1. Uniforms, ID badges are to be worn at all times (effective upon receipt).
2. Pants and tops should fit appropriately.
3. Pants should not drag on the ground or be worn below the hips.

B. Hair

1. Only natural hair colors and professional styles are acceptable.
2. Hair must be neat and clean in appearance and if required by program, pulled back and/or worn above the shoulders.
3. No hats, caps, bandanas, or scarves are allowed in the classrooms or at school functions unless approved by campus director or associate campus director.
4. Men's facial hair is to be trimmed and neat / clean in appearance.

C. Jewelry

1. Earrings, gauges: One plain post earring per ear is acceptable. Hoops, dangling earrings, or gauges are not allowed.
 - a. For students who have noticeable holes left by gauges, the campus director and program director may require an alternative solution (e.g., clear spacers).
2. Piercings: Unless permitted by the campus director, visible piercings and/or dermal implants, other than a single ear piercing, must be removed or concealed.
3. Necklaces, bracelets: No long chains, with or without pendants, or bracelets are permitted (medical alert bracelets are the exception).

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4. Rings: Only wedding, engagement rings are acceptable.

D. Shoes

1. Clean, nonporous, and presentable athletic or equivalent health care profession shoes must be worn.
2. Flip flops, sandals, or open toed/open heeled shoes are unacceptable.
3. Socks or hosiery must be worn with your uniform.

E. Nails

1. Fingernails must be neat, clean, and short.

2. Colorless or neutral polish is permitted if not chipped or peeling.
 3. Artificial nails (acrylic/gel) are not allowed.
- F. Makeup / Scents
1. Minimal for daytime wear. Heavy make-up, perfumes, or scents are not allowed.
- G. Hygiene
1. Daily cleanliness, effective deodorants, clean pressed uniforms, and good oral hygiene must be practiced at all times. Patients, clients, students, and others may be sensitive to offensive H.
- Undergarments
1. Undergarments are required to be worn and should not be visible.
- I. Tattoos
1. Tattoos must be concealed at all times.
 2. Exceptions can be made at campus director's discretion.
- J. Food and Beverages
1. Items prohibited in the laboratories, libraries, and computer lab
 - a. Food
 - b. Beverage
 - c. Gum chewing
 2. Items prohibited in the classroom
 - a. Food
 - b. Gum Chewing
 3. Items allowed in the classroom
 - a. Water is permitted but must be in a sealed container unless otherwise noted by the instructor.
- K. Cell Phones / WiFi enabled devices
1. The use of cellular phones and WiFi enabled devices (e.g., smart watches, tablets, etc.) are prohibited during class and/or lab unless the instructor approves the use of the device for a project or activity.
 2. All phones and WiFi enabled devices must be off or in silent mode while in the classroom, laboratory, or externship/clinical settings.
- L. New Students
1. Before uniforms arrive, students may wear jeans or slacks, shirts with short/long sleeves, and appropriate footwear, as defined above.
 2. New students must be in compliance with other items listed above.
- M. Degree Programs
1. Degree students should review the program's student handbook for exceptions or additions to the policy.
- N. Lab and/or Clinical Sites / Settings
1. Lab activities may require a different dress code policy; students are expected to follow the policy and/or procedures of the lab.
 2. Clinical sites/ settings may have different or more stringent dress code and professionalism policies; students are expected to follow the policy of the clinic facility.

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These requirements apply to all students while in attendance at School, extern sites/clinical settings, volunteer activities, and PMI-affiliated field trips.

OTA Specific Dress Code Guidelines

The Pima guidelines listed in the above policy are typical dress code requirements in medical settings.

Occupational therapy practitioners work in a variety of medical and community settings and you will find variations in dress requirements. Please use your best judgment by considering the environment you will be in and make sound decisions about dress, taking safety, modesty, and appropriateness into consideration.

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Fieldwork

Fieldwork is an integral part of occupational therapy education and is intended to provide you with

exposure to and experience in a variety of OT settings. Below is a general overview of Fieldworks I and II and the general placement process. You are encouraged to think ahead as you complete your coursework and identify areas of interest as they pertain to fieldwork. As the time for fieldwork approaches, you will receive more detailed information regarding policies and procedures.

Level I Fieldwork

Level I Fieldwork, which occurs in the third semester of classes, is intended to be primarily observation in order for you to begin to apply classroom concepts to a practice setting. Hands-on involvement is minimal (if any) and will depend on the practice setting, your individual ability, and other factors. Level I objectives and assignments are from the Pima OTA faculty and are related to the program threads of *OT Tenets, Theory, Process, and Language, Clinical Reasoning, Professionalism, Therapeutic Use of Self, and Occupational Performance*. They are intentionally placed at a specific point in your courses to support you in applying concepts to action as well as to provide a basis for your future learning. The assignments that you complete in Level I will be used as a reference throughout the remainder of your classes.

One of your Level I fieldworks will have a focus on the psychosocial and psychological aspects of occupational therapy. This placement is intended to support you in applying psychosocial concepts learned in second semester during the *Principles of OT in Mental Health* class. In addition, this fieldwork will provide a basis for Fieldwork II and practice, as psychosocial elements are foundational to all of OT practice.

The use of simulation for Level I fieldwork experiences have been approved by ACOTE for several years. Due to the COVID-19 pandemic, there is a significant chance you may use such a platform for your Level I experiences. Further information will be provided near the end of Semester 2 as the situation in the community develops.

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Level II Fieldwork

Level II Fieldwork is the final step before being eligible for the National Board for Certification in Occupational Therapy (NBCOT) examination. You will participate in two Level II experiences, each in a different setting at 40 hours per week for eight weeks. By the end of each placement, you will be

expected to demonstrate entry-level competency in that practice setting. Level II learning objectives and assignments are specific to the practice setting; therefore, the setting identifies appropriate learning objectives, assignments, and student evaluation with assistance from the Pima OTA Academic Fieldwork Coordinator (AFWC).

Fieldwork Requirements

There are several requirements that must be met prior to fieldwork assignment. Most (if not all) fieldwork sites require documentation of up-to-date immunizations as well as CPR (Cardiopulmonary Resuscitation). Some require an additional background check as well as a drug screening. Immunizations, CPR, and background checks/drug screening are the student's responsibility. Basic information regarding these requirements is listed here; you will receive more specific information as fieldwork preparations are made.

CPR

- CPR certification must be valid through Level II Fieldwork, as our contract with facilities indicates that all students will be current in CPR at the Basic Life Support for Healthcare Provider level given by the American Heart Association. Therefore, any CPR certification must:
 - Be taken from the American Heart Association and be at the Basic Life Support for Healthcare Provider level.
 - Be completed before Level I Fieldwork in the third semester and be valid through Fieldwork II in the fifth semester. Proof of current CPR at the Basic Life Support for Healthcare Provider level given by the American Heart Association is **required by the last day of the second semester.**
- You will receive additional information for taking CPR to meet these requirements. • If you have CPR certification that meets **all** of the above requirements, you do not need to re take it. You will need to provide a copy of your card to the Academic Fieldwork Coordinator by the last day of the second semester.

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Immunizations

- You must submit proof of current immunizations (or titers) as listed below. Retain your original documentation and submit an electronic copy to the Fieldwork Coordinator. You will receive

specific instructions for doing this. **Please save your originals in a secure place where you can access them. You will need these for employment and Pima does not keep copies of your immunizations once you have graduated.**

- If you have immunity secondary to having had the illness (e.g. chicken pox) you must submit documentation from a physician.
- The Fieldwork Coordinator will inform you of the deadline for submission of these documents.
Failure to submit documentation of immunizations by the deadline provided may prevent placement for Fieldwork.

Background Check/Drug Screening

- Facilities frequently request additional background checks and drug screening prior to accepting a student for Fieldwork. You will receive specific instructions regarding these from the Fieldwork Coordinator based on the requirements of your fieldwork placement site.

OSHA/HIPAA

OSHA (The Occupational Health and Safety Administration) provides guidelines for safety in the healthcare setting. These guidelines include, but are not limited to, disposal of hazardous waste, proper hygiene practices, and other situations that can pose a threat to health and safety. HIPAA refers to the Health Information Portability and Accessibility Act and defines how, when, and why personal health information can be shared. You will receive training in these areas on campus prior to Fieldwork I.

Student Immunization Requirements for Fieldwork

Requirement
PPD/TB
Hepatitis B or declination
MMR
Varicella

Tetanus
Flu Shot
CPR
OSHA
HIPAA
Background Check/Drug Screen
Physical (as required)

Assignment of Fieldwork Placement

Placement Considerations

You will have the opportunity to review the Fieldwork Data Forms (information on each fieldwork site provided by the site itself) and request a specific site by the specified deadline. You are encouraged to carefully review the available sites and request sites that suit your interests and career goals. However, please bear in mind that one of the purposes of Fieldwork is to provide you with exposure to multiple occupational therapy settings in order to prepare you for practice as a generalist. Other factors include availability of a site or supervisor at a given time, match of student skills to the demands of the site, and other individual considerations. In addition, accreditation requirements (ACOTE, 2018) stipulate that students may complete Fieldwork II at one site if the site can provide more than one practice setting, and no more than three different sites. Fieldwork assignments are made with these factors in mind. The AFWC will attempt to honor requests for fieldwork sites as much as possible within the parameters that reflect accreditation requirements and best practice for fieldwork experiences. Based on these requirements, please be aware that it may not always be possible to honor all requests and that the AFWC makes the final decision regarding placement.

Declining a Placement: In the event that you choose to not accept an assigned placement, you may risk delaying your graduation and ability to sit for the NBCOT certification exam. If a student declines a fieldwork placement, all other students will be placed first and a replacement site will be considered after all other placements are secured.

Completion of Fieldwork: Please also keep in mind that you are required to complete Level II Fieldwork within 18 months of the completion of the didactic portion of the program. Delaying a

Fieldwork can also impact this requirement.

Requesting a Placement: In some cases, an individual student may wish to request placement at a facility with which Pima does not have the required Fieldwork Memorandum of Understanding. For

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example, a student may wish to travel to a region where he or she is considering working or where they have family. In such cases, please provide the AFWC with the name of the facility and the name and telephone number of a contact person at the facility. The AFWC will follow up with appropriate arrangements if the site is a viable option. **Students are not to contact a facility until instructed to do so by the AFWC.** Typically, these requests are for Level II only. Requests for Level I out-of-state are considered on an individual basis. Level II requests must be submitted to the AFWC **at least six months in advance of the scheduled Level II semester.**

Preparing for Fieldwork

Although fieldwork may seem to be far in the future, it will be here quickly and it is important to begin preparations now. The following are points to take into consideration at this time to begin preparing for Fieldwork.

- As was discussed in your interview, fieldwork placements occur all along the Front Range, from Colorado Springs to Cheyenne, Wyoming. While we make every attempt to place students in their preferred locale, there are situations in which a student must drive some distance to their fieldwork site. Local fieldwork is considered to be within a 150 mile radius of Pima Medical Institute. Please be aware that you may need to drive to your Fieldwork assignment.
- Expenses for Fieldwork, including those incurred for travel and housing if you leave the local areas, are your responsibility. It is wise to begin planning for these expenses now.
- Both Level I and Level II Fieldwork are full-time, 40 hour per week commitments. In addition, you will have assignments to complete. Planning for childcare, work, and other commitments will be necessary in order for successful completion of Fieldwork.

Fieldwork Policies

Policies regarding safety, immunizations, attendance, and repeating a rotation are in place for fieldwork.

They are available in the Fieldwork I and Fieldwork II manuals.

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Health and Safety

Transportation and Vehicle Insurance

Students are responsible for their own transportation and vehicle insurance. This includes transit to/from school, to site visits at local businesses for learning experiences, and fieldwork rotations. Some fieldwork rotations require visiting multiple sites in a day.

Medical Insurance

Students are responsible for obtaining their own medical insurance; some fieldwork sites require students have medical coverage prior to beginning their clinical rotation.

Safety

See the Appendix of this handbook for the “Safety – On and Off Campus Policy” as well as other important policy explanations.

Immunizations

See the Fieldwork section of this handbook for a list of required immunizations.

Universal Precautions/Blood Borne Precautions

Universal precautions are an approach to infection control to treat all human blood and certain human body fluids as if they were known to be infectious for HIV, HBV and other bloodborne pathogens. (OSHA, n.d.)

Students will be trained to Universal Precautions and are expected to utilize them in all necessary encounters.

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Hazardous Materials Procedures

Material Safety Data sheets are kept in each room where chemicals are stored or used. These sheets describe the risk the chemicals pose as well as what to do should a student become exposed. Should biohazard material be present in a class, biohazard bags will be provided for disposal. Any questions regarding the safety, handling, or treatment of potential exposure of any substance should be directed to the instructor.

Campus Resources

Below are a list of some of the many employees, departments, and resources on the Denver campus available to assist you.

Financial Aid

Coordinates the campus financial aid programs for students in compliance with federal guidelines. All questions about financial aid, loans, payment, etc should be directed to this department. You can reach financial aid through email or asking the first floor receptionist if any department members are available.

Student Services

Provides student support. This position can act as a liason between the student, instructor, program director, or other PMI employees as needed. They can be reached via email or asking the front desk receptionist if this employee is available.

Career Services

Career services members are available to assist you with resume writing, interviewing skills, job search, and similar services. Be aware that you will have a fourth semester class on Professional Development where you will also work on these skills.

Computer Lab

There are several computer labs available on campus. The first floor computer lab is available for student use as long as there is not a class in session at that time. Typically, even with a class in session, there are computers that are unoccupied and the instructor may be fine with you using them. There should be a sign on the door indicating if the lab is closed. There are other computer labs that are available for use only with your entire class. There are a few computers you can use in the Library on the first floor as well.

Student Lounge

There is a lounge for student use on the fourth floor where you can relax, socialize, study, and eat. There are tables, couches, a foosball game, and a market where you can buy food, snacks, and drinks. Students are welcome to use the lounge any hours the school is open. There are often student resources posted on the bulletin boards here as well.

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Library

The majority of your resources will be online. During Orientation you were introduced to the online library. That contains EBSCOhost and ProQuest to give you access to journal articles and tens of thousands of books. These allow you to access what you need at any time, 24 hours a day. For this reason, a traditional library is obsolete. However, we still have a small library on the first floor that is primarily used for taking make up exams and a quiet place to study or use the computer. The online library resources also have How To videos and Help buttons you can click should you have any difficulties with them.

Parking

Parking is provided free of charge on the Denver campus. Please be sure to notice where you park though. There are about two dozen spots that are reserved directly in front and to the south of the building. These are for short term visitors or require a permit for parking. Signs denote these so be sure to look for these. On-street parking is also available behind the building. Beware that at times the tenants in the shopping plaza where ARC and the Post Office are do tow cars at times. For that reason, I would avoid parking there.

Handicap Access

Easiest wheelchair access is through the front of the building due to the automatic sliding doors. Each floor is equipped with single occupant bathrooms with grab bars and will be the easiest to use for most wheelchair users. The first floor bathroom on the south side of the building has the most room to maneuver and also has grab bars. Elevators provide access to all floors. Please ask any staff or faculty members if there is other assistance you require and every effort will be made to assist you.

Visitors and Children

Children and guests are not allowed in classrooms and labs. Due to the nature of the tools and equipment used in medical programs their presence creates a safety issue.

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Appendix A – PMI Policies & Procedures

The following are PMI Policies and Procedures that most often apply to students.

Effective Date: November 15, 2011 Revised Date: August 29, 2019

PMI – 002: Copyright Infringement and Computer Use/Sharing

I. Purpose

To provide guidelines for the appropriate and inappropriate use of computing resources and file sharing, and provide guidelines to protect against copyright infringement.

II. Additional Authority

Copyright Act (Title 17 of the US Code)

III. Responsible Party(ies)

Faculty, staff, students, alumni, and guests of the school

IV. Policy Statement

Any responsible party not in compliance with copyright rules and regulations can face probation, termination and/or face sanctions in accordance with state and federal laws.

V. Procedure

A. Sanctions

1. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code).
2. These rights include the right to reproduce or distribute a copyrighted work.
3. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work, without authority or permission, constitutes an infringement.
4. Penalties for copyright infringement include civil and criminal penalties.
 - a. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed.
 - b. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.
 - c. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

B. PMI Computing Resources

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1. Computing resources include all computers, related equipment, software, data, and local area networks for which the school is responsible as well as networks throughout the world to which the

school provides computer access.

2. The computing resources of Pima Medical Institute (PMI) are intended to be used for its programs of instruction and research and to conduct the legitimate business of the school.

3. All users must have proper authorization for the use of the computing resources. 4. Users are responsible for complying with all legal and ethical guidelines of PMI computing resources. 5. Users have a responsibility to respect the privacy, copyrights, and intellectual property rights of others.

6. Use must be in accordance with school policy and applicable state and federal laws. 7.

Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may result in civil and criminal liabilities to the parties involved.

8. Users should not share their account information or passwords and should make reasonable efforts to protect their logon information against unauthorized access.

C. Violations

1. Violations include but are not limited to the following: a. The use of computing resources to: i. harass, threaten, or cause harm to individuals,

ii. interfere with the activities of others, and/or

iii. download or post material that is offensive, illegal, proprietary, and/or in violation of copyright laws.

2. In instances of copyright infringement or prohibited file sharing, PMI will take disciplinary action if there is evidence of one or more violations, which may include termination from the program and/or employment.

3. For more information, see the website of the U.S. Copyright Office: www.copyright.gov

Effective Date: January 1, 2011 Revised Date: March 6, 2020

PMI – 004: Degree Program Externship/Clinical Absence Policy

I. Purpose

Assure degree students receive a reasonable opportunity to apply learned theories and skills under the supervision of a professional.

II. Additional Authority

U.S. Department of Education (USDE), Accreditation Bureau of Health Education Schools (ABHES)

III. Responsible Party(ies)

Program directors, clinical directors, and students

IV. Policy Statement

Degree students are expected to earn the total number of clinic hours published for the program; however, students may be absent up to 6.0% of the scheduled externship/clinical hours each semester for the programs.

V. Procedure

A. Clinical Absence

1. Students may be absent up to 6.0% of the scheduled externship/clinical hours each semester in the degree programs: Dental Hygiene, Diagnostic Medical Sonography, Medical Laboratory Technician, Nursing, Occupational Therapy Assistant, Ophthalmic Medical Technician, Paramedic, Physical Therapist Assistant, Radiography (excluding Advanced Placement Track Radiography), Respiratory Therapy, Surgical Technology, and Veterinary Technician. a. Absences must be requested by the student and excused by the clinical director or program director.

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b. Absences exceeding 6.0% of total clinical time, as published in the catalog, must be made up prior to the start of the next semester or graduation from the program, as determined by the program director. c. Students with excessive absences may not be able to make up the time prior to the start of the subsequent semester, which may

interrupt the student's academic progress.

2. Clinical hours a. A minimum number of clinical hours must be completed in order for students to graduate from the program; the minimum number includes the allowance set in this policy.

3. Reporting of clinic hours a. Reporting of clinic hours in the attendance logging system must accurately reflect hours attended by the student.

B. Clinical Hours and Holiday Schedule 1. PMI recognized holidays are published in the catalog.

2. Students cannot be mandated to attend clinic on a PMI recognized holiday.

a. Depending on programmatic accreditation standards, students may choose to attend clinic on a PMI recognized holiday as long as a program representative is available in case of emergency (i.e., program director and/or clinical director) and if approved by the clinical facility.

b. Students who are unable to attend or choose not to work on a PMI recognized holiday may still be required to make up the time based on the minimum number of clinic hours required for graduation. i. Students are expected to earn the minimum number of hours required for graduation, regardless of any holiday days.

3. Regulating agency exceptions a. Any state or federal requirement, programmatic and/or institutional accreditor requirements for absence, campus closure, holidays, etc., that is more stringent than this policy will take precedence.

C. Emergency Response Protocol

1. In the event of a natural disaster or other emergency response, the Director of Regulatory Operations and Corporate Director of Education may approve or require an exception to specific items in this policy (as allowed based on all federal and state regulating agencies, institution accrediting agency, and programmatic accrediting agencies).

Effective Date: September 1, 2012 Revised Date: March 6, 2020

PMI – 006: Emergency Reporting, Notification, and Evacuation

I. Purpose

To provide reporting, notification and evacuation procedures for alerting the campus community about significant emergencies or dangerous situations that involve an immediate threat to the health or safety of students or employees on the campus.

II. Additional Authority

U.S. Department of Education (USDE)

III. Responsible Party(ies)

PMI Employees and students

IV. Policy Statement

Emergency reporting, notification and evacuation procedures must be communicated to students and employees and followed by respective parties

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V. Procedure

A. Pima Medical Institute

1. PMI will, without delay, and taking into account the safety of the campus community, immediately

notify the campus community of a significant emergency or dangerous situation involving an immediate threat to the health and/or safety of those on campus, unless the notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or contain, respond to or otherwise mitigate the emergency.

B. Students and Employees

1. Students and/or employees witnessing or involved in any kind of criminal action or emergency on campus shall report this action to their instructor or supervisor. a. If the instructor or supervisor is unavailable, report to any responsible staff member.
2. All incident reports shall be given to the campus director or alternate campus emergency management leader, who will implement the Emergency Management Plan as necessary.
3. Personnel should not delay contacting the local emergency response system should the emergency management leader be inaccessible. a. In case of emergency, 911 shall be contacted immediately.
4. The employee who first learns of the significant emergency shall contact the campus director or alternate campus emergency management leader on duty.

C. Emergency Management Leader

1. The emergency management leader will be responsible for implementing the Emergency Management Plan.
2. The emergency management leader will, upon confirmation that there is a significant emergency or dangerous situation involving an immediate threat to the health and safety of student or employees occurring on the campus, immediately notify the campus community.
3. Initiation and content of the notification is the responsibility of the emergency management leader.
4. Notification will occur by means of audible alert, email, text messages, telephone calls or any other form of effective communication determined to best address the situation.
5. If indicated, the evacuation plan will be implemented.
6. The building will be secured and students and employees will be directed to a safe location.
7. The entire campus community will be notified of the emergency.
8. The CEO or their designee will serve as the public information officer and be responsible for disseminating emergency information to the larger community.

D. Evacuation Procedures

1. All students are informed of the emergency evacuation and notification process during their new student orientation and as a follow up to evacuation drills.
2. Employees are orientated to evacuation responsibilities during their new employee orientation and as part of a yearly Emergency Management Plan review.
3. Evacuation routes are posted on each campus and information regarding evacuation and shelter-in-place locations.
4. Procedures are communicated to students during new student orientation and as a follow-up to evacuation drills.

E. Lockdown Procedures

1. The Campus Emergency Management Plan contains a campus lockdown procedure.
2. In the event where the emergency management leader deems it necessary to put the building into lockdown, the campus will activate the campus lockdown procedure.
3. Testing of this emergency response procedure will be conducted and recorded no less than on a biannual basis.

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F. Infectious Disease Outbreak - Pandemic 1. Refer to the Emergency Response Protocol – Pandemic for specific notifications.

2. Public a. Person/Department Responsible: President/CEO, Regulatory Operations to inform Marketing

b. Action: Upload notification of current status of events on to the PMI website and provide applicable resources and contact information.

3. Students a. Person/Department Responsible: President/CEO and, as directed, corporate departments, campus directors, faculty

b. Action: Notify students via email of current status, provide guidance on actions, resources, and coordinate OmniAlerts.

4. Employees a. Person/Department Responsible: President/CEO and, as directed, corporate departments and campus directors

b. Action: Notify all employees of current events, provide guidance on actions, provide resources, and coordinate OmniAlerts.

5. Media / Public Relations a. Person/Department Responsible: President/CEO

b. Action: All communication as to the status of the company, employees, students, and campuses are to be directed by the PMI President / CEO.

6. Federal, state, and local regulating agencies / Accrediting agencies a. Person / Department Responsible: Regulatory Operations Department and, as directed, campus or program leadership.

b. Action: Notify and inform agencies of institution, campus, or program status.

Effective Date: January 26, 2016 Revised Date: April 15, 2019

PMI – 012: Reasonable Accommodations

I. Purpose

To ensure PMI is in compliance with Section 504 of the Rehabilitation Act of 1973 and its regulations.

II. Additional Authority

U.S. Department of Education (USDE); International Council of Accreditation for Allied Ophthalmic Education Programs (ICA)

III. Responsible Party(ies)

Compliance coordinators, campus directors, and Corporate Student Services Manager

IV. Policy Statement

Applicants and students seeking reasonable accommodations are required to communicate the specific need in writing using the Reasonable Accommodations form to the campus compliance coordinator. **V. Procedure** A. Overview 1. Pima Medical Institute (PMI) is committed to compliance with Section 504 of the Rehabilitation Act of 1973 and its regulations. a. The school does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. b. Each PMI campus has a compliance coordinator who ensures Section 504 compliance. i. PMI has adequate hallways, doorways, classrooms, bathrooms, student lounges, and designated parking areas to accommodate disabled students.

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c. Grievances or complaints concerning Americans with Disabilities Act (ADA) matters should be directed to the compliance coordinator.

2. Students with one or more disabilities are responsible for seeking available assistance and making

their needs known.

3. Each PMI campus, including the PMI online program, has a designated compliance coordinator who processes all requests for reasonable accommodations. a. The compliance coordinator will forward all requests to the corporate student services manager for review.

4. Information pertaining to an applicant's disability will be kept confidential.

5. Requests for reasonable accommodations are reviewed on an individual basis.

B. Requests and Notification

1. Applicants a. Applicants requesting accommodations during the initial admission process should be directed to the campus compliance coordinator before starting classes.

2. Enrolled students: a. Students who are enrolled in a program should be directed to the campus compliance coordinator when the student makes their request known.

3. All requests for accommodation must be submitted to the compliance coordinator, in writing, using the Reasonable Accommodations Form. a. Disclosure requirements include reporting the nature of the disability/disabilities and the type(s) of accommodations being sought.

b. Supporting documentation for all requests for accommodation cannot exceed five (5) years.

4. PMI will respond, in writing, to each request for accommodations. a. The response will typically state the list of approved accommodations.

5. PMI will notify the student's program director or instructors of the specific accommodations that have been approved.

C. Verification of Disability

1. To verify the nature and extent of the individual's disability, the compliance coordinator or Corporate Student Services Manager may request additional information (including, but not limited to, medical records). a. This information may also be used to assist in the determination of appropriate reasonable accommodations.

D. Appeal Process

1. Should a student disagree with any of PMI's determinations, they may appeal the decision. a. Appeals must be submitted in writing and state the grounds for appeal.

b. Appeals are to be submitted directly to the campus compliance coordinator.

2. The compliance coordinator will forward the appeal to the Student Services Manager. 3. The corporate student services manager will review the appeal and make a decision within two (2) weeks of receiving the appeal. a. If PMI expects a delay in providing a response to an appeal, it will notify the student of the delay in writing.

4. The corporate student services manager will submit the decision, in writing, to the student. 5. Should the student disagree with any of PMI's determinations, they may follow the PMI grievance policy.

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I. Purpose

To provide guidelines to promote the safety and welfare of students and employees at Pima Medical Institute with regard to the prevention of sexual offenses, reporting procedures, follow up on reported offenses, the sanctioning of offenders, and disclosure of information.

II. Additional Authority

U.S. Department of Education (USDE)

III. Responsible Party(ies)

PMI employees and students

IV. Policy Statement

Pima Medical Institute does not tolerate sex offenses in any form, including sexual assault, sexual misconduct, harassment, exploitation, or intimidation. The administration of Pima Medical Institute (PMI) fully supports all local, state and federal laws governing harassment, rape, and sexual assault, and will cooperate to the fullest extent possible.

V. Procedure

A. Sexual Assault Prevention

1. Staff and students are urged to be cognizant of situations that might put them in danger of sexual assault, such as walking out to dark parking lots by themselves, waiting in an unlit area for public transportation by themselves or even working alone at the campus late in the evening.
2. Students should travel in groups as often as possible when going to public transportation or going to their automobiles.
3. Any staff member who is aware of a situation that could give rise to the risk of sexual assault should bring the situation to the attention of the campus director.

B. Sexual Harassment

1. All students and employees, including supervisors, managers and students will be subject to discipline, up to and including discharge, for any act of sexual harassment offense they commit.

C. Guidelines

1. Sexual harassment includes any unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature where tolerance of such actions is made a condition of employment or that interferes with an individual's work performance or simply creates an intimidating, hostile or offensive campus environment.
2. Harassment can be between employees, between employees and students and between students.
3. Employees or students who are dissatisfied with the campus director's resolution of a sexual harassment complaint may file a complaint through the grievance policy.
4. No employee will be subject to any form of retaliation or discipline for pursuing a sexual harassment complaint.

D. Procedures to be followed when Reporting Offenses

1. When an alleged sex offense occurs on the campus or the accused is a student or employee of the school, students or employees of the school must report such alleged sex offenses directly to the campus director.
 - a. If the alleged offense involves a campus director, it must be reported directly to the Director of Human Resources.

2. The campus director, upon request of the alleged victim, will notify law enforcement officials.
3. The campus director will refer the alleged victim to appropriate counseling services, depending upon the nature of the offense.

4. The following resource provides comprehensive support. a. The nation's largest anti-sexual assault organization RAINN operates the National Sexual Assault Hotline at 1.800.656.HOPE and the National Sexual Assault Online Hotline at rainn.org, and publicizes the hotline's free, confidential services; educates the public about sexual assault, and leads national efforts to prevent sexual assault, improve services to victims and ensure that rapists are brought to justice.

5. The campus director will carefully investigate the matter. a. The person filing the complaint must provide a written account of the incident to the campus director within 24 hours after reporting the harassment to the campus director.

b. The campus director will give a preliminary report to the complainant within one (1) school day after receiving the written complaint and, in general, will inform the complainant and the accused of the campus findings and possible actions within seven (7) days.

6. All steps will be documented as thoroughly as possible.

7. As much as possible, confidentiality will be maintained with respect to the sex offense complaint and only those who need to know about such an incident will know of its existence. E. Sanctions for Sex Offences 1. Aside from criminal penalties that employees or students may be subjected to for sex offenses, the campus may take action based upon its own investigation of alleged sex offenses, and based upon the conclusion of its investigation may do one of the following to an alleged offender:

a. suspension for a period of time, i. In the event of an employee, the suspension may be with or without pay.

b. termination, or

c. other disciplinary action. 2. Both the accuser and the accused are entitled to the same opportunities to have others present during disciplinary proceeding, and both must be informed of the outcome of any disciplinary proceeding.

F. Disclosures to Alleged Victims 1. PMI will, upon written request, disclose to the alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the school against the student or employee who is the alleged perpetrator of the crime or offense. 2. If the alleged victim is deceased as a result of the crime or offense, PMI will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

G. Available Options in Living and Academic Arrangement 1. The campus maintains no housing for either employees or students.

a. Consequently, any change in living arrangements that would be desired by an alleged sex offense victim must be the responsibility of that individual. 2. An alleged victim will have an opportunity to request assistance in changing their academic situation. Possible alternatives include: a. changing instructors, if available;

b. changing to a different academic schedule, if available; and/or

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c. withdrawal.

PMI – 014: Sexual Misconduct

I. Purpose

To support students and employees by providing and promoting the awareness of sexual misconduct; and to identify reporting rights and responsibilities by complying with the Clery Act (20 U.S.C. §1092(f) with implementing regulations in 34 C.F.R. 668.46) and the Violence Against Women Act (42 U.S.C. §13925 et seq.).

II. Additional Authority

U.S. Department of Education (USDE); Clery Act (20 U.S.C. §1092(f) with implementing regulations in 34 C.F.R. 668.46) and the Violence Against Women Act (42 U.S.C. §13925 et seq.)

III. Responsible Party(ies)

Employees and students

IV. Policy Statement

Pima Medical Institute (PMI) does not tolerate sexual misconduct, including but not limited to sexual assault, dating violence, domestic violence, or stalking. PMI is committed to ensuring that employees and students enjoy a learning environment that is based upon mutual respect, trust, and dignity. **V.**

Procedure A. Terminology

1. “Accused Person” is any individual who may have committed sexual misconduct.
 2. “Code of Conduct” is the PMI - 039: Code of Conduct - PMI Employees, as amended from time to time.
 3. “Hearing Officer” is the campus director at the relevant campus, the PMI Chief Executive Officer, or a member of the PMI senior management team.
 4. “PMI Community” includes all students, faculty, and other employees.
 5. “Reporting Party” includes any member of the PMI Community who claims s/he has been the subject of Sexual Misconduct by another person, as well as anyone who reports Sexual Misconduct.
 6. “Sexual Misconduct” includes, but is not limited to, sexual assault, dating violence, domestic violence, or stalking. PMI intends its definition to be broadly construed.
 7. “School” includes Pima Medical Institute.
 8. Further, the definition applies at all times to all campus and school-related activities, including the PMI online and/or social networking environment.
- ### **B. Reporting**

1. A Reporting Party may submit a report to PMI alleging sexual misconduct.
 - a. If the Accused Person is a member of the PMI community, the report goes to the campus director or, in the alternative, to PMI’s Chief Executive Officer.
 - b. Reporting may occur in person, by phone, by email, or by letter.
2. When a report is received, PMI will provide the Reporting Party with written notification that explains the process, student and employee rights and options, accommodations, and options under this Policy, together with information regarding the availability of support services within both the institution and community.
 - a. At the request of the Reporting Party, PMI will notify local law enforcement officials.

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- b. If the alleged sexual misconduct is reported to law enforcement, PMI will defer to law enforcement and take no further action until law enforcement has completed its process.
 - c. PMI will make available to the Reporting Party a PMI employee with training in victim rights issues, preservation of evidence, and campus and community-based resources.
 - d. PMI will take measures to protect the identity of the Reporting Party and other necessary parties,

including omitting personally identifying information about the Reporting Party, and maintaining the confidentiality of any accommodations or protective measures provided to the Reporting Party, as long as maintaining such confidentiality will not interfere with PMI's ability to provide the accommodations or protective measures.

3. Students seeking information about counseling, health, mental health, victim advocacy, legal assistance, and other services available for victims, both within PMI and in the community should contact campus student services.

4. Reporting Parties who seek assistance to request changes to academic, living, and working situations or protective measures should contact campus student services.

5. PMI will provide such assistance with regard for whether the Reporting Party chooses to report the event to PMI or local law enforcement.

C. Discipline

1. Due Process a. PMI will conduct any and all aspects of the discipline in a fair and impartial manner.
b. The procedure does not, however, attempt to provide the level of constitutional due process that may be required in public institutions of higher learning.

2. Pre-Hearing Process a. Preliminary Review; Resolution. i. The Hearing Officer will conduct a preliminary review of the allegations.

ii. If the Hearing Officer can resolve the matter with the consent of the Reporting Party and the Accused Person, in a manner that is also satisfactory to PMI, the Hearing Officer shall dismiss the matter. 1. Such disposition shall be final and there shall be no subsequent proceedings.

iii. The resolution shall be documented in writing and signed by the Reporting Party, the Accused Person, and the Hearing Officer.

b. Charging Letter i. If the matter cannot be resolved by agreement, and if the Hearing Officer believes the allegations justifies disciplinary action, the Hearing Officer shall prepare a Charging Letter. ii. The Charging Letter must provide notice to the Accused Person of the allegations and the nature of the evidence, and shall include the name of the Reporting Party.

iii. The Charging Letter must also: 1. Identify Code of Conduct violations, if any;

3. Provide the Accused Person with a date certain by which s/he must provide the Hearing Officer with a request for a hearing;

4. Provide the Accused Person with a date certain by which s/he must provide the Hearing Officer with a written response to the Charging Letter;

5. Notify the Accused Person that s/he may be subject to discipline, which may include expulsion;

6. Notify the Accused Person that, if a hearing is requested:

a. s/he will be required to provide the Hearing Officer with a copy of all documents, other evidence, and the names and addresses of the witnesses s/he wishes to present at the hearing not less than five (5) business days before the hearing;

b. s/he will be entitled to receive copy of all documents, other evidence, and the name and addresses of the witnesses PMI will present at the hearing not less than five (5) calendar days before the hearing;

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c. failure to provide such information may result in evidence or witness testimony not being considered; and

d. information to be used at the hearing will be provided to the Reporting Party; 6. Notify the Accused Person that the deadlines may be extended for good cause with written notice to the Reporting Party and the Accused Person.

7. Notify the Accused Person that s/he and the Reporting Party will have the same opportunity to have others present during any disciplinary hearing, including the opportunity to be accompanied to any related meeting or hearing by advisor(s). c. Investigation i. The Hearing Officer or his/her designee may conduct any appropriate investigation prior to the hearing.

d. Interim Suspension i. An Accused Person may be suspended from PMI on an interim basis if s/he is a student.

ii. An Accused Person who is a PMI employee may be subject to interim discipline. iii. Any interim action shall be described in writing, which shall also include all terms and conditions associated with the interim action.

e. Hearing Notice i. The Hearing Officer will send the Accused Person and the Reporting Party a Notice of Hearing, which includes the date, time, and location of the hearing.

f. Process i. Decisions about process shall be vested by the Hearing Officer. Information about the process shall be included with the Notice of Hearing.

g. Decision i. The Hearing Officer will issue his/her decision promptly after the hearing, in writing. ii. The decision will state the judgment of the Hearing Officer, list any sanctions to be imposed, and state that the decision is final and binding on the Accused Person and the Reporting Party. iii. The Hearing Officer may:

1. dismiss the case for insufficient evidence;
2. find that no violation of the Code of Conduct occurred; or
3. find that a violation did occur.

h. Sanctions i. Sanctions listed below. More than one sanction may be imposed, and sanctions may be modified by the Hearing Officer. 1. Warning. A notice in writing to the Accused Person that the person is violating or has violated institutional regulations;

2. Probation. A written reprimand for violation of specified regulations which places the Accused Person in a probationary status for a designated period of time and includes the probability of more severe disciplinary sanctions if the person is found to violate any institutional regulation(s) during the probationary period;

3. Loss of Privileges. Denial of specified privileges for a designated period of time; 4. Discretionary Sanctions. Work assignments, essays, or other related discretionary assignments; 5. School Suspension - Separation of the Accused Person from PMI for a definite period of time, after which the Accused Person is eligible to return;

6. Expulsion/Employment Termination. Permanent separation of the Accused Person from PMI; 7. Revocation of Admission and/or Degree. Admission to or a degree awarded from PMI may be revoked for fraud, misrepresentation, or other violation of PMI standards in obtaining the degree, or for other serious violations committed by an Accused Person prior to graduation; and/or

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8. Withholding Degree. PMI may withhold awarding a degree otherwise earned until the completion of the process set forth in PMI's Student Code of Conduct, including the completion of all sanctions imposed, if any.

D. Confidentiality 1. The Hearing Officer shall obtain the written consent of the Reporting Party to identify him/her to the Accused Person.

2. If the Reporting Party requests confidentiality, the Hearing Officer will take all reasonable steps to investigate and respond to the allegation in a manner consistent with the request for confidentiality. 3. If the Reporting Party will not permit the disclosure of his/her identity under any circumstances, PMI's ability to respond may be limited.

4. However, the Hearing Officer must evaluate the Reporting Party's position within the context of PMI's need to provide a safe and nondiscriminatory environment for the PMI Community. 5. Thus, the Hearing Officer may weigh the request for confidentiality against the following factors: a. the seriousness of the alleged offense;

b. whether the Accused Person has been the subject of other accusations; and

c. the Accused Person's right to receive information about the allegations if the information is maintained by PMI as an "education record" under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g; 34 C.F.R. Part 99.

6. The Hearing Officer shall inform the Reporting Party if s/he cannot ensure confidentiality. 7. Even if the Hearing Officer cannot take action against the Accused Person because the Reporting Party insists on confidentiality, the School should pursue other steps to limit the effects of the alleged offense and prevent its recurrence.

E. Sex Offender Registration 1. In accordance to the "Campus Sex Crimes Prevention Act of 2000" which amends the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act, the Jeanne Clery Act and the Family Educational Rights and Privacy Act of 1974, PMI provides the following link to state Sex Offender Registries. <http://www.nsopw.gov/Core/PublicRegistrySites.aspx>

Effective Date: October 16, 2012 Revised Date: August 16, 2019

PMI – 015: Harassment

I. Purpose

Ensure a learning environment free from harassment and provide a process for investigation.

II. Additional Authority

U.S. Department of Education (USDE); Clery Act (20 U.S.C. §1092(f) with implementing regulations in 34 C.F.R. 668.46) and the Violence Against Women Act (42 U.S.C. §13925 et seq.)

III. Responsible Party(ies)

Staff, faculty, and students.

IV. Policy Statement

It is the practice at Pima Medical Institute (PMI) to ensure that employees and students enjoy a learning environment that is based upon mutual respect, trust, and dignity. PMI is committed to providing a learning environment that is free of harassment.

V. Procedure

A. Harassment of any kind will not be tolerated and includes:

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1. Actions, words, jokes, or comments based on an individual's gender, race, ethnicity, age, religion, disability, or any other protected status;
 2. Actions intended to intimidate or cause fear; and
 3. Any form of unwelcome behavior of a sexual nature, including verbal, nonverbal, written, and physical actions.
- B. Reporting

1. An individual who has reason to believe that s/he is the victim of sexual or another form of harassment, or if any staff or students have witnessed harassment, should immediately report the incident to the campus or associate campus director in written form.
2. An investigation will be initiated no later than five (5) working days and corrective action will be taken, if warranted.
3. No action will be taken against those reporting harassment, regardless of the investigation's outcome.
4. Those found to be engaging in any form of harassment will be subject to termination.

Effective Date: June 16, 2015 Revised Date: February 19, 2018

PMI – 016: Sexual Violence

I. Purpose

To ensure that the organization maintains compliance with amendments to the Clery Act and supports students and employees by providing and promoting the awareness of sexual misconduct in any form and outlines reporting rights and responsibilities.

II. Additional Authority

U.S. Department of Education (USDE); Clery Act (20 U.S.C. §1092(f) with implementing regulations in 34 C.F.R. 668.46) and the Violence Against Women Act (42 U.S.C. §13925 et seq.)

III. Responsible Party(ies)

All PMI staff and faculty

IV. Policy Statement

Meet and maintain compliance with the Violence Against Women Act within the scope of the Clery Act.

V. Procedure A. Sexual Violence 1. Pima Medical Institute (PMI) does not tolerate sexual violence in any form, including but not limited to sexual assault, harassment, exploitation, intimidation, dating violence, domestic violence and/or stalking.

2. It is the practice at PMI to ensure that employees and students enjoy a learning environment that is based upon mutual respect, trust, and dignity.

3. The administration of PMI fully supports all local, state, and federal laws governing sexual violence and harassment and will cooperate to the fullest extent possible.

4. PMI, in a good faith effort to comply with amendments to the *Clery Act*, as mandated by Section 304 of the "*Violence Against Women Reauthorization Act of 2013*", is committed to ongoing development of prevention and awareness programs, policies and procedures. PMI offers all employees and students an educational program promoting the awareness and prevention of dating violence, domestic violence, sexual assault and stalking.

5. The aforementioned offenses as defined by Clery are:

a. Dating Violence

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i. Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

ii. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of

interaction between the persons involved in the relationship.

iii. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

iv. Dating violence does not include acts covered under the definition of domestic violence. v. Any incident meeting this definition is considered a crime for the purposes of Clery Act reporting. b.

Domestic Violence

i. A felony or misdemeanor crime of violence committed by:

1. a current or former spouse or intimate partner of the victim;

2. a person with whom the victim shares a child in common;

3. a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;

4. a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; and/or

5. any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred. c. Stalking

i. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress. 1. For the purposes of this definition *course of conduct* means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveys, threatens, or communicates to or about a person, or interferes with a person's property.

2. *Reasonable person* means a reasonable person under similar circumstances and with similar identities to the victim.

3. *Substantial emotional distress* means significant mental suffering or anguish that may, but does not necessarily, require medical and/or other professional treatment or counseling.

ii. Any incident meeting this definition is considered a crime for purposes of Clery Act reporting.

d. Sexual Assault

i. Sexual assault is actual or attempted sexual contact with another person without that person's consent.

ii. Sexual assault includes, but is not limited to: Intentional touching of another person's intimate parts without that person's consent;

iii. Other intentional sexual contact with another person without that person's consent; iv. Coercing, forcing, or attempting to coerce or force a person to touch another person's intimate parts without that person's consent;

v. Rape, which is penetration, no matter how slight, without that person's consent.

e. Hate Crime

i. A hate crime is not a separate, distinct crime, but is the commission of a criminal offense which was motivated by the offender's bias.

ii. If the facts of the case indicate that the offender was motivated to commit the offense because of his/her bias against the victim's race, religion, ethnicity, national origin, gender, gender identity, sexual orientation, or disability, the crime is classified as a hate crime.

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B. Victim's Rights 1. PMI strongly encourages all individuals to report incidents of sexual misconduct directly to law enforcement. a. PMI will assist with notification if requested.

b. Victims have the option to decline assistance from law enforcement and campus authorities. c. PMI will support the rights of victims and adhere to protective orders resulting from legal action.

2. PMI will make accommodations or provide protective measures upon victim's request and if reasonably available whether or not the victim chooses to report the crime.

C. Disciplinary Procedure 1. PMI will employ a process that is prompt, fair, and impartial from the initial investigation to the result.

2. Any hearing will be conducted by officials who, at a minimum, receive annual training on sexual violence issues and how to conduct an investigation and hearing process that protects victims and promotes accountability.

3. The accuser and the accused will have the same opportunities to have others present during any institutional disciplinary proceeding.

D. Procedures to be followed when reporting offenses:

1. When an alleged sex offense occurs and the accused is a student or employee of the school: students or employees of the school are encouraged to report such alleged offenses directly to the campus director; or, if the alleged offense involves a campus director, directly to the Director of Operations; in person, by phone, or email.

2. The campus director, upon request of the alleged victim, will notify local law enforcement officials.

3. Campus personnel with training in victim's rights, preservation of evidence, campus, and community based resources will be made available to assist any victim of sexual violence.

4. PMI will provide written notification that explains the process, student and employee rights, accommodations, and options under this policy.

a. The notification will include information regarding the availability of support services within both PMI and community.

6. If the alleged offense is reported to law enforcement per victims' request, the campus director will defer the investigation to law enforcement.

7. Within twenty-four (24) hours after reporting the offense to the campus director, the person filing the complaint must provide a written account of the incident to the campus director and/or law enforcement officials.

8. The campus director will give a preliminary report to the complainant within one school day after receiving the written complaint.

9. PMI will simultaneously notify, in writing, both the accuser and the accused of the result of any institutional disciplinary proceeding, procedures to appeal, and any resultant changes in a timely manner. a. If the alleged victim is deceased as a result of the crime or offense, PMI will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

10. All steps will be documented and, inasmuch as possible, confidentiality will be maintained with respect to the offense complaint, with specifics available to individuals directly involved, on a need-to know basis only.

E. Standard of Evidence 1. The burden of proof in all cases is the preponderance of the evidence, whether it is more likely than not that the sex misconduct in any form, including but not limited to sexual assault, harassment, exploitation, intimidation, dating violence, domestic violence and/or stalking occurred. If the evidence presented meets this standard, then the respondent must be found responsible.

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F. Sanctions for Sex Offenses

1. PMI will support the rights of victims for orders of protection.

2. Aside from to any criminal penalties that may be imposed for sex offenses, the campus may take action; and, based upon its own investigation of the alleged offense, PMI may take the following actions.

- a. Conduct probation i. Suspension for a specified period of time.
- ii. In the event the alleged offender is an employee, the suspension may be with or without pay.

b. Termination

G. Sex Offender Registration

1. In accordance to the "Campus Sex Crimes Prevention Act of 2000" which amends the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act, the Jeanne Clery Act and the Family Educational Rights and Privacy Act of 1974, PMI provides the following link to state Sex Offender Registries.

<http://www.nsopw.gov/Core/PublicRegistrySites.aspx>

2. This legislation requires institutions of higher education to issue a statement advising the campus community where law enforcement information provided by a State concerning registered sex offenders may be obtained.

3. It also requires sex offenders already required to register in a State to provide notice of each institution of higher education in that State at which the registered sex offender is employed, carries a vocation, or is a student.

Effective Date: March 3, 2005 Revised Date: August 12, 2019

PMI – 024: Informed Consent and Patient Rights

I. Purpose

The expectations of students engaged in laboratory and clinical practicums are clearly defined.

II. Additional Authority

Health Insurance Portability and Accountability Act (HIPAA); Family Educational Rights and Privacy Act (FERPA); state jurisdictional agencies / state practice acts;

III. Responsible Party(ies)

Program directors, clinical directors, faculty, and students

IV. Policy Statement

Students are made aware of their rights and the rights of others and have signed a consent form, where applicable, regarding simulations, recording and imaging, drug screening, and/or background check. **V. Procedure** A. Laboratory

1. Where applicable, students will participate as subjects or patient-simulators when engaged in laboratory and clinical experiences: a. Students may be required to sign a laboratory participation form during orientation and the forms will be kept in the student file.

b. Students are informed of contraindications and precautions prior to participating in procedures. c. It is the responsibility of the student to inform the instructor if they are unable to participate in any activity or procedure that would be a contraindication or precaution. B. Clinical Practicums

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1. Patient Rights a. Identification i. Students will wear Pima Medical Institute (PMI) issued name tags that indicate "student" on the badge.

ii. Students may wear clinical site issued nametags while at the clinical site.

b. Notification i. Students are required to notify all patients that they are a student and obtain permission from the patient.

ii. Students are instructed as part of the curriculum that patients have a risk-free right to refuse treatment during clinical practicums.

c. HIPAA guidelines are taught as part of the curriculum prior to the first clinical practicum. i. Students are instructed as part of the curriculum that patient sensitive information gained during their clinical practicum or employment cannot be shared without written consent of the patient.

ii. Students sign a confidentiality agreement.

Effective Date: April 2, 2004 Revised Date: March 6, 2020

PMI – 025: Safety – On and Off Campus

I. Purpose

To provide a safe environment for patients, students, and faculty.

II. Additional Authority

Accrediting Bureau of Health Education Schools (ABHES), American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education (CVTEA), Commission on Accreditation of Allied Health Education Programs (CAAHEP), Commission on Accreditation for Respiratory Care (CoARC), Commission on Accreditation in Physical Therapy Education (CAPTE), Commission on Dental Accreditation (CODA), Dental Board of California (DBOC), Joint Review Committee on Education in Radiologic Technology (JRCERT)

III. Responsible Party(ies)

Degree program faculty and students

IV. Policy Statement

Occupational Safety and Health Administration (OSHA), Centers for Disease Control and Prevention (CDC) standard precautions and any other pertinent safety guidelines are followed during laboratory activities, off campus clinical activities, off campus Pima Medical Institute (PMI) activities.

V. Procedure A. On Campus

1. Health and safety practices are outlined in the degree program student handbook and discussed during orientation.
2. Students are instructed in OSHA guidelines regarding safe laboratory practices and CDC guidelines for hand hygiene and respiratory etiquette prior to laboratory experiences.
3. Students and faculty follow OSHA guidelines for lab safety and CDC guidelines for hand hygiene and respiratory etiquette and any other pertinent safety guidelines when participating in laboratory experiences. These include:
 - a. Handwashing before and after patient/student contact.
 - b. Cleansing of equipment before and after patient/student use.
 - c. In programs where students handle bodily / animal fluids, wear lab coats, and/or appropriate PPE.

4. Students and faculty follow all radiation safety guidelines and, if applicable, wear dosimeters. 5. Equipment

a. Students are instructed in safety considerations in the curriculum for each piece of equipment utilized in the laboratory.

b. Students must report to the assigned faculty any personal contraindications or precautions to any procedure prior to participating in a corresponding lab session and/or prior to being as a mock patient in a lab simulation.

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c. Equipment is inspected annually and maintained appropriately.

d. Equipment that is not working properly will be tagged as out of order and the program director will be notified immediately.

e. All electrical modalities will be secured when not being used by students.

f. Where applicable, security will consist of locking equipment in designated storage cabinets, securing power cords in designated storage cabinets, or application of a StoPower (plug hugger) device to electrical units that do

not fit in a storage cabinet.

6. Student Practice

a. Refer to the degree program's student handbook for specific policies on lab practice. b. Using electrical equipment or any other activity the instructor deems appropriate can only be performed with a faculty member in the immediate area.

7. Emergencies

- a. Evacuation maps are appropriately posted throughout the campus.
- b. Injury or possible injury to any student, faculty, or guest on campus will be reported immediately to the program director and an Incident Report will be completed within 24 hours of the incident.
- c. In case of emergency, the campus Emergency and Crisis Management Plan will be implemented. B. Off Campus – Clinical Experiences 1. Safety a. Students identify themselves as such prior to providing patient care services. b. Students are instructed in safe practices prior to patient interaction.
- c. Students and faculty follow OSHA guidelines for lab safety and CDC guidelines for hand hygiene and respiratory etiquette and any other pertinent safety guidelines when caring for patients. These include: i. Handwashing before and after patient contact.
- ii. Appropriate care in the handling of body substances.
- iii. Appropriate disposal of items contaminated with body substances.
- iv. Cleansing of equipment before and after patient use.
- d. Students, clinical faculty, and program faculty follow state regulations and state supervision policies when performing patient care services.
- e. During clinical practicum orientation, students are informed of clinical practicum facility evacuation routes, shelter locations, fire extinguisher locations, equipment safety, and any other safety information needed to respond in the case of an unsafe circumstance and/or natural disaster.
- f. Where applicable; i. Students receive the PMI Bloodborne Pathogens Exposure Control Plan & Infection Control manual.
- ii. Prior to the first clinical practicum, students receive a formal OSHA training session.

2. Transportation and vehicle insurance a. Students are informed of their responsibility for their own transportation and insurance coverage for travel to and from off campus clinical experiences.

3. Medical insurance a. Students are responsible for obtaining their own medical insurance; some clinical sites require students have medical coverage prior to beginning their clinical rotation.

4. Injuries that occur at a clinical site: a. Students are required to notify their clinical instructor/preceptor as soon as possible but no later than 24 hours after the incident.

b. Students are required to notify their clinical director or program director (for degree programs) or student services coordinator (for certification programs) as soon as possible but no later than 24 hours after the incident. i. With the exception of the state of Colorado, clinicians are to be notified that accidents are not treated as worker's compensation.

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c. Students will be provided an Incident Report form to be filled out and returned to the clinical director or program director within 48 hours of the incident.

C. Off Campus

1. Off campus activities are supervised by PMI faculty.
2. Students must follow PMI policies during off campus non-clinical experiences.
3. Students must stay in assigned groups for the duration of the off campus activity.
4. Students are responsible for their own transportation and insurance coverage for travel to and from off campus activities.
5. There must be a signed agreement between PMI and the host facility prior to the field trip. a. The agreement may include the host facility's safety policies and procedures and/or safety protocols the students are to observe when they are in attendance.

Effective Date: November 11, 2013 Revised Date: April 11, 2018

PMI – 026: Clinical Placement: Show Cause Drug Testing

I. Purpose

To inform students of potential clinical placement requirements and delineate show cause drug testing procedures.

II. Additional Authority

Not Applicable

III. Responsible Party(ies)

Campus directors, program directors, clinical directors, faculty, and students

IV. Policy Statement

Students must meet the prescribed requirements of each clinical site attending or potentially attending. These site specific requirements may include, but are not limited to: additional criminal background check(s); pre-clinical and/or “for cause” (definition of “for cause” noted below) drug, alcohol, marijuana and/or tobacco test screening; regulatory and safety learning modules; and infectious disease test screenings. Any or all of these additional site specific requirements may cause the student to incur additional costs.

V. Procedure A. Impaired Behavior Recognition and Investigation: 1. While at Pima Medical Institute (PMI) and all clinical affiliates, students demonstrating patterns or signs of behavior which would reasonably be considered impaired, including, but not limited to: a. an odor of drugs, alcohol, or marijuana;

b. needle marks, especially in the inner elbow, or wrist scars;

c. poor judgment;

d. erratic behavior such as, but not limited to, increased absenteeism or tardiness, carelessness in appearance and hygiene;

e. emotional instability such as, but not limited to, irritability, verbally inappropriate responses and/or comments, frequently leaving the classroom or assigned clinical area, euphoria, escalation in argumentative behavior; and/or

f. impaired motor or cognitive functioning such as, but not limited to, slurred speech, changes in speech pacing or tone, unsteady gait, confusion, mood swings, lack of manual dexterity, excessive sweating,

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g. will have immediate and appropriate “for cause” action taken by the instructor or institutional designee in order to meet the health and safety needs of the student, patients, faculty, and classmates.

2. Appropriate “for cause” action includes: a. informing the individual of the “for cause” reason action is

being taken;

b. under supervision of an instructor or institutional individual, removal of the impaired individual from the clinical, classroom or institutional area;

c. verbal or phone report by the instructor or institutional representative to the program director, clinical director or designee;

d. review with the individual the program and/or institutional policy regarding drug and alcohol screening, and the outcomes associated with voluntary or refusal of such screening; e. discussion with the individual of the arrangements made by the program and/or institution for transportation to the PMI designated drug and/or alcohol testing center for screening, which may include a urine, buccal, serum or other appropriate drug screen; and/or

f. maintaining direct supervision of the individual until officially placed in the PMI secured means of transportation and requiring students to present identification at the test site. 3. Results of

Investigation: a. A student will be terminated from the program if the student: i. refuses to submit to a "for cause" drug or alcohol screening test;

ii. tests positive drug or alcohol test results; and/or

iii. admits to using alcohol or other substances prior to the suspected behavior.

b. A student who has been terminated based on the criteria specified in A.3.a will either be officially placed in a PMI secured means of safe transportation off the premise, or will be remanded to the appropriate law enforcement personnel.

c. A student who has been terminated based on the criteria specified in A.3.a will be informed of the grievance and reapplication/reenrollment procedure, which would be based on the outcome of the grievance determination.

d. This action and subsequent clinical, class or employment absence may result in, but not be limited to, the inability to meet course objectives, termination, and/or notification of drug results to the state board where required by law.

B. Compliance Log 1. Drug and alcohol violations must be entered in the Campus Compliance Log.

Effective Date: May 23, 2018 Revised Date: Not Applicable

PMI – 027: Student Code of Conduct

I. Purpose

Ensure honesty and integrity with all program related assignments, quizzes, examinations, and clinical work.

II. Additional Authority

Not applicable

III. Responsible Party(ies)

Campus directors, program directors, clinical directors, faculty coordinators, faculty, and students

IV. Policy Statement

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PMI enforces standards of honesty and integrity in all academic related work and does not tolerate plagiarism, intentional misrepresentation, or misconduct.

V. Procedure

A. Code of Conduct 1. The code of conduct provides a framework of responsibilities and proper practices

expected for education and the health care profession.

2. The information provided in the policy is not all inclusive and PMI reserves the right to hold accountable any student who performs or displays any behavior that is not considered appropriate within the academic setting, including clinical rotations.

3. This policy exists in conjunction with PMI – 029: Social Media Code of Conduct PMI – 013: Sex Offense PMI – 014: Sexual Misconduct PMI – 015: Harassment PMI – 016: Sexual Violence PMI – 024: Informed Consent and Patient Rights PMI – 030: Drug and Alcohol - Student PMI – 031: Firearms and Weapons ;

B. Academic Dishonesty 1. Plagiarism

a. Applies to: i. All assignments, quizzes, and exams, unless otherwise designated by the instructor (e.g., group work where the group as a collective identify a response)

2. Intentional misrepresentation

a. Applies to:

i. Attestations or signing of any document as it relates to the program, school, or clinic.

ii. Verbal or written statements that are not accurate.

6. Misconduct 1. Applies to: i. Communication, behavior, messages, online postings toward faculty, peers, other students, clinicians, patients, or anyone else connected with the program and/or school.

C. Procedure 1. Students

a. Students are expected to notify the lead faculty, program director, faculty coordinator, or campus director of suspected acts of academic dishonesty.

b. Reports of academic dishonesty will be kept confidential; however, the student must be willing to submit the complaint or observations in writing. i. Although faculty and staff will keep the student's name in confidence, there may be situations where the accused may determine, based on the events that took place, who may have issued the complaint.

c. Students who are aware of events of academic dishonesty and fail to report the matter may be subject to disciplinary procedures.

2. Faculty or Staff a. Faculty who suspect one or more students of academic dishonesty are required to implement the following procedures: i. Document the incident in the PMI Portal. ii. Notify the program director, faculty coordinator, or campus director.

3. Program director, faculty coordinator, campus director a. Upon notification or suspicion of academic dishonesty, the administrator of the program or campus will investigate the claims, obtain evidence, and document the process of investigation.

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D. Sanctions for Academic Dishonesty 1. Based on the conclusion of the investigation, the administrator may do one or more of the following to the offender: a. Other disciplinary action(s) commensurate with the level of the offense.

b. Be terminated from the program.

Effective Date: August 27, 2013 Revised Date: July 3, 2019

PMI – 029: Social Media Standards and Code of Conduct

I. Purpose

Ensure responsible use of school related social media maintaining both legal and ethical standards as related to student, employee, and organizational social media use.

II. Additional Authority

Not applicable

III. Responsible Party(ies)

Employees and students

IV. Policy Statement

Pima Medical Institute (PMI) students and employees are required to follow the Social Media Standards and Code of Conduct, which identifies the acceptable use of social media technologies, including any references to the school and/or school related personnel and activities.

V. Procedure

A. Appropriate Use

1. PMI intentionally uses social media to advance Pima Medical Institute and build relationships within our community including prospective and current students, employers, and alumni.

B. Recognition of the public nature of social media

1. PMI recognizes the open nature of social media and, regardless of an account's privacy settings, all posts to social media sites should be considered public.

a. This applies to personal accounts as well as institutional accounts.

C. Social Media Standards and Code of Conduct

1. Employees are subject to the same laws, professional expectations, and guidelines when interacting online with prospective and current students, employers, and alumni as they are during in-person interactions. 2. PMI students and employees are required to:

a. Protect confidential and proprietary information: all persons must follow the applicable federal requirements such as FERPA and HIPAA.

b. Respect the organizations' copyright and fair use policy.

c. Maintain accountability for all activity conducted with a PMI email address.

d. Respect others' privacy:

i. Social networks are in the public realm and are not appropriate venues for the discussion or dissemination of private matters.

e. Refrain from conducting or disseminating unsolicited or unauthorized advertising and/or promotional materials.

f. Refrain from use of unacceptable language/content:

i. Derogatory comments, including racially or sexually motivated and sexually explicit materials are not permitted.

3. PMI employees

a. PMI employees cannot require or request students and/or prospective students to divulge personal social media user names or password.

i. Require that students access their accounts in an employee presence.

ii. Divulge any student personal social media information.

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b. PMI employees must not post any information that would be in violation of the PMI Policies and Procedure Manual, which includes but is not limited to: i. Accurate disclosure of program information, accreditation status, FERPA, etc.

4. Students a. Students are expected to adhere to the PMI Social Media Code of Conduct for both personal and school hosted social media sites.
- b. Students are also expected to adhere to the [PMI – 002: Copyright Infringement & Computer Use/Sharing PMI – 015: Harassment PMI – 027: Academic Honesty & Student Code of Conduct](#) policy, the policy, and the policy.
5. By submitting content to any PMI social media sites, users understand and acknowledge that this information is available to the public and that the organization may choose to use this information for internal and external promotional purposes.
- a. Posted information by other participants is beyond the control of Pima Medical Institute.
6. PMI has the right to remove social media content for any reason.
7. Users are fully responsible for the content they load on any of the school's social media sites. 8. If the posting is in violation of this policy, the [PMI – 002: Copyright Infringement & Computer Use/Sharing PMI – 015: Harassment](#) policy, the policy, or PMI Employee Guidebook policies, it will be directed to the school administration for disciplinary action.

Effective Date: August 10, 2016 Revised Date: October 4, 2018

PMI – 030: Drug and Alcohol

I. Purpose

To promote a safe, drug and alcohol free environment and to delineate repercussions associated with drug and alcohol use on school premises or during school related tasks or functions.

II. Additional Authority

U.S. Department of Education (USDE)

III. Responsible Party(ies)

Employees and students

IV. Policy Statement

The Drug-Free Schools and Communities Act of 1989 requires institutions receiving federal funds or financial assistance to establish and enforce a program to prevent the unlawful possession, use, or distribution of illicit drugs, prescription medications, and alcohol by students, and employees. The program includes a description of the health risks associated with the use of illicit drugs and alcohol, standards of conduct, sanctions under federal, state, local law, and campus policy, information on preventing drug and alcohol abuse, and available counseling and treatment options.

The use of illicit drugs and alcohol erodes the capacity to perform, think, and act responsibly. Long-term abuse can have a profound effect on a person's health and well-being. Any form of such substance abuse is considered to create an extreme danger in the school to both students and others. It can be grounds for termination of enrollment or employment at this institution. Click [here](#) for additional information regarding the use of drugs and alcohol.

V. Procedure A. Standards of Conduct 1. Pima Medical Institute (PMI) has a policy of maintaining a drug and alcohol free school atmosphere.

2. All students and employees are hereby notified that the unlawful possession, use, or distribution of drugs and alcohol is prohibited on this institution's premises and during school-related tasks or functions. a. These "premises" are defined as all school property including building interiors and exteriors, common areas, sidewalks, parking lots, privately owned vehicles parked in the school parking lot, as well as desks, cabinets and storage areas.