

Occupational Therapy Assistant Program

Student Handbook
Effective May 2026



Occupational Therapy:
Function and Fun for Life

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STATEMENT OF UNDERSTANDING

I, _____, verify that I have read and agree to adhere to the policies and procedures set forth in the OTA Student Handbook. The Handbook is a dynamic document and is subject to change as policies evolve. Students are responsible for knowing the current contents and adhering to the policies contained in the handbook. If an addendum is necessary, students are responsible for reviewing and adhering to any additional policy changes.

- For learning purposes and marketing, students may be digitally recorded, video-taped when participating in simulation, skills practice, and skills testing, including testing done with remediation during the semester, and testing done for program re-entry, or OTA activities on site and off site. Images, audio, and videotape taken while in the OTA Program are the property of GCCCD and may be viewed by community partners for marketing or educational purposes. My signature indicates that I have read the handbook and I agree to be recorded.
- In exchange for the educational opportunities provided to me by the clinical site, I agree to comply with all state, local, and federal requirements governing the privacy of medical information. Those privacy requirements have been explained to me and I have had training in complying with these requirements. I agree to uphold all HIPAA and other privacy requirements during my clinical rotations. I understand that HIPAA violations may result in dismissal from the OTA Program.
- I understand that I am bound to comply with all privacy requirements when I am not in a clinical rotation, including in my conversations with family, friends, and peers. I will not utilize my cellphone or recording device in clinical site areas where clients are or could be present even if the site allows photographs or video. I will be held accountable for maintaining the privacy of any information I obtain, see or am given during my clinical rotations. To uphold the privacy of such information, I agree not to post or discuss any clinical experience or information regarding my experience with the clinical agency, its staff, or its clients/patients on any internet social media (Facebook, Twitter, E-mails, Instagram, and any others not mentioned). I agree to uphold the "zero tolerance" policy for pictures, video, or audio taken on any clinical site while in my role as an OTA student. I understand that the administration periodically searches the internet for breaches in its privacy policies. Failure to follow these policies will result in removal from your clinical site and exit from the OTA Program according to the exit policy.
- California is a two-party consent law state regarding wiretapping laws. California makes it a crime to record or eavesdrop on any confidential communication, including a private conversation or telephone call, without the consent of all parties to the conversation. Cal Penal Code 632.
- Student must have completed current immunizations, TB, CPR, malpractice, background check, drug screen, HIPAA and standard precautions paperwork AND be officially registered prior to the start of the first class for all required OTA courses in order to attend and are not permitted in class, labs, or any clinical area on campus or off campus clinical sites. Health requirements can change at any time requiring students to comply in order to move forward in the OTA Program. This includes any health requirements that may be instituted by the college district, clinical setting, state, and/or federal governments. OTA Program clinical sites are currently requiring full vaccination for COVID 19 which includes booster. These requirements are put in place by the clinical facilities for OTA students to attend their clinical site rotations. Most clinical sites do not offer an exemption of any kind to students. Those unable to fulfill this requirement will be unable to proceed with the program.

My signature indicates that I have read and understand the program expectations and agree to abide by the OTA Student Handbook policies and procedures. If you have questions about the handbook policies before signing this form, please make an appointment with the OTA Program Director before signing this statement of understanding.

Student Signature: _____ Date _____

Print Name: _____

Section I - OTA Program Philosophy

All aspects of the program, including an electronic copy of this handbook, can be found on the [OTA website](#) through the [Grossmont College](#) webpage.

The Mission of Grossmont College:

Grossmont College serves the diverse population of our surrounding community and beyond by creating clear and accessible pathways to degrees and jobs leading to social and economic mobility for our students. We work collaboratively to cultivate an equitable student-centered learning environment, and we hold ourselves accountable for improving student outcomes through ongoing assessment, evaluation, and data-informed decision making. Grossmont College offers associate degrees; transfer preparation, including Associate Degrees for Transfer (ADTs); certificate programs; career education and workforce development.

Occupational Therapy Assistant Program Philosophy

Department of Occupational Therapy Vision

At Grossmont College, we envision an Occupational Therapy Assistant (OTA) Program that cultivates compassionate, skilled, and dedicated professionals who are equipped to empower individuals to lead fulfilling lives. Our program fosters a dynamic learning environment that integrates evidence-based practices, hands-on experiences, and interdisciplinary collaboration. Through rigorous academics, clinical training, and community engagement, we aim to develop competent and empathetic OTAs who are committed to promoting health, independence, and inclusion for people of all ages and abilities. By instilling a passion for lifelong learning and advocacy, our graduates will positively impact individuals, families, and communities, advancing the field of occupational therapy and enhancing quality of life for all.

Department of Occupational Therapy Mission

Our mission is to empower students with the knowledge, skills, and compassion necessary to become strong and well-rounded Occupational Therapy Assistants. Through comprehensive education, practical experience, and professional advocacy, we aim to cultivate competent professionals who enhance the quality of life for individuals across diverse populations and in all areas of practice.

OTA – Preparation for Practice

The Occupational Therapy Assistant Program at Grossmont College prepares the student for an Associate of Science (AS) degree. In addition to the core curriculum, the major requires selected general education courses from the biological, social, and behavioral sciences.

The scope and content of the Occupational Therapy Assistant Program at Grossmont College reflects the program's view of humanity and the teaching/learning process, based on concepts defined by Gary Keilhofner (Conceptual Foundations of Occupational Therapy, 1992) and Mary Reilly (Play as Exploratory Learning, 1976):

- Human beings, as complex systems, function on many distinct levels and experience change when growth occurs.
- Human beings are intrinsically motivated to interact with their environments through purposeful activity to positively affect their health.
- Human/environmental interaction is a continuous process of adaptation that promotes not only survival but also curiosity through exploration, competence, and achievement.
- Human beings, as open systems in a dynamic evolving interaction with the environment, process information through input, throughput, output, and feedback.
- Human beings have an occupational nature, experience occupational dysfunction, and use occupation as a therapeutic agent.
- Occupational behaviors include purposeful activities that occur on a developmental continuum in the context of play behaviors as a child and leisure/work behaviors as an adult.

Approach To Learning/Instruction

The primary goal of the occupational therapy assistant educational process is to produce competent general practitioners with a broad exposure to current, emerging, and nontraditional practice settings including 3D Technology, Low Vision Services, and a focus on homeless services. Competency is acquired through active exploration of the environment as behaviors are practiced to acquire skills. Learning is an active, interactive, and cooperative process as the individual builds' skills related to objects, people, and environment. Cooperative learning provides a method to structure the educational environment and facilitate interaction with others for skill development.

Diversity is critical for the occupational therapy assistant practicing in today's global environment. Diversity is a source of opportunity and knowledge. The appreciation for differences in potential, unique practice areas and in human beings will enrich the profession of occupational therapy and develop diverse and culturally competent graduates. Through cooperative learning, culturally diverse students and faculty help to create an environment where strategies can be learned through teaching others and collaborating with others to achieve mutual goals, thereby facilitating attainment of cultural humility and diversity. Appreciation of the rich mosaic of differences within the community fuels growth in the profession.

A multimedia approach to education is utilized, when possible, to accommodate variations in learning styles, and to provide an environment which stimulates, supports, and challenges the

student. Emphasis is placed on self-assessment, evaluation, and motivation throughout the student's progress through the program. It is expected that students assume responsibility for their learning and contact the appropriate faculty to access the academic resources designed to promote student success.

Program Objectives

Upon completion of the program and in line with our curricular threads, the Grossmont College associate degree Occupational Therapy Assistant graduate will:

- 1a. Demonstrate proficiency in the foundational skills and knowledge of occupational therapy as a profession, including anatomy, physiology, the history of the profession, and the principles of therapeutic use of self to effectively engage clients in meaningful activities.
- 1b. Apply ethical reasoning and the principles of therapeutic use of self to ensure client-centered and evidence-based practice.
- 1c. Utilize evidence-based practice, clinical reasoning, and client-centered approaches to support participation in meaningful occupations across diverse practice settings.
- 2a. Integrate occupational therapy principles to design and implement interventions that address clients' unique needs, promoting engagement in meaningful and purposeful activities.
- 2b. Apply clinical reasoning and critical thinking skills to adapt interventions and utilize assistive technology, addressing the dynamic needs of clients across the lifespan.
- 2c. Advocate for the value of occupational therapy by collaborating with clients, families, and communities to enhance health, wellness, and quality of life through occupation-based approaches.
- 3a. Exhibit cultural humility and competence by respecting and integrating diverse cultural perspectives, values, and practices into therapeutic interactions and intervention planning.
- 3b. Maintain professionalism and develop a strong professional identity by upholding ethical responsibilities, demonstrating effective communication, engaging in life-long learning, and fostering inclusive environments within intra and inter-professional teams.
- 4a. Demonstrate competence in clinical skills, including observation, intervention planning, and documentation, to meet client goals and achieve successful outcomes in a variety of practice settings.
- 4b. Reflect on and integrate feedback from clinical experiences to continuously improve professional practice and client care delivery.

Section II - OTA Program Overview

Registration

Students must be officially registered for the required OTA courses by the designated date set by the college and program office. Students will not be allowed in the clinical area if they are not officially registered and do not have current immunizations and TB clearance, CPR certification, malpractice insurance, background check and drug screen, and meet all other program requirements. These requirements are contractual with the healthcare facilities.

Transcript Evaluation by the Counseling Department

All students must schedule an appointment with the college counseling office at the beginning of the OTA Program (1st semester) and during the 3rd semester, for an evaluation of their General Education and OTA Major requirements. Students will need to complete the requirements for the associate degree in OTA based on the catalog year in which they enter the OTA Program. If there are questions or deficiencies, the student has enough time to enroll in the classes needed to graduate. A copy of the evaluation for graduation must be submitted to the OTA office prior to the end of the graduating semester when they are out completing level II fieldwork. **Students will not be allowed to complete their level II clinical rotations if they have not completed all other college graduation requirements.** It is the student's responsibility to ensure they have met all graduation requirements.

Modification of Major

The student may request that the OTA Program evaluate classes taken somewhere other than Grossmont College for acceptance in fulfillment of the OTA Major. This is called a Modification of Major (MOM). For instance, a potential applicant took Anatomy at a community college in Oregon and received a "B" grade. If approved by the OTA Program for an MOM, that anatomy course will substitute for the anatomy pre-requisite requirement at Grossmont College. Modifications of Major (MOM) can only be done for courses required in the major [for example, A&P, lifespan development, behavioral psychology]. The course descriptions must be similar for the required course and the requested course. [Course descriptions must be provided with the MOM request.] The course must be taken at an accredited college.

International transcripts

International transcripts must first be approved by the Admissions and Records Evaluation Department at Grossmont College before a MOM for classes taken from another country can be granted.

Important Notes: A MOM approval does NOT mean that these courses will then fulfill the General Education (G.E.) requirements for graduation. Transcripts must be evaluated in the counseling department (as stated under “Transcript Evaluation” above) to determine whether all General Education requirements have been met or not.

Non-Discrimination Policy

The Grossmont-Cuyamaca Community College District (GCCCCD) is committed to providing learning and working environments that ensure and promote diversity, equity, and inclusion. People of diverse backgrounds, perspectives, socioeconomic levels, cultures, and abilities are valued, welcomed, and included in all aspects of our organization.

No person shall be unlawfully subjected to discrimination or denied full and equal access to District programs or activities on the basis of ethnic group identification, race, color, national origin, religion, age, sex or gender, physical disability, mental disability, ancestry, sexual orientation, marital status, veteran status, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

Essential Functions

Students in the OTA program at Grossmont College will need to demonstrate that they are able to meet the essential functions required for practice as an occupational therapy assistant. The following list is not all-inclusive but does represent the primary areas required for the profession.

This program educates students as general practitioners, under the standards and guidelines set forth by the Accreditation Council for Occupational Therapy Education (ACOTE). Occupational therapy is a profession that crosses multiple practice settings and domains. Each domain will have specific skill sets related to expected job performance in that area of practice. Students will graduate with the knowledge of all these areas to prepare them for employment in any occupational therapy practice setting.

If a student cannot demonstrate the following skills and abilities, it is their responsibility to request appropriate accommodation. The OTA program at Grossmont College will provide reasonable accommodations as long as they do not fundamentally alter the nature of the program offered. Accommodations will be agreed upon in collaboration with the [Accessibility Resource Center \(ARC\)](#) and will be specific to the needs of the individual student. The USDE requires that accommodations are provided in the academic setting. Clinical sites are not bound to provide them; however, they are bound by the ADA. Accommodations in the clinical setting

may be provided on a case-by-case basis. Essential functions of the OTA program are listed below:

Physical Abilities:

- Demonstrate the physical stamina and endurance necessary to stand, bend, kneel, lift, and perform repetitive motions for extended periods.
- Ability to assist patients with mobility, transfers, and positioning, including lifting and supporting individuals with varying degrees of physical impairments.

Motor Skills:

- Exhibit fine and gross motor skills to perform therapeutic techniques, such as manual muscle testing, range of motion exercises, and activities of daily living (ADL) training.
- Manipulate therapeutic tools and equipment effectively and safely, including assistive devices and adaptive equipment.

Communication:

- Communicate effectively and professionally with patients, caregivers, healthcare professionals, and other team members.
- Ability to accurately document patient progress, treatment plans, and other relevant information in written and electronic formats.

Cognitive Abilities:

- Demonstrate critical thinking skills to analyze patient needs, develop treatment plans, and modify interventions as necessary.
- Ability to prioritize tasks, manage time efficiently, and adapt to changing clinical situations.

Sensory Abilities:

- Possess sensory abilities (visual, auditory, tactile) necessary to observe and assess patient responses to therapy interventions.
- Ability to recognize and respond appropriately to verbal and nonverbal cues from patients, including signs of discomfort or distress.

Emotional and Mental Health:

- Maintain emotional stability and resilience when working with patients who may be experiencing physical or emotional challenges.
- Demonstrate empathy, compassion, and professionalism in interactions with patients and their families.

Ethical and Legal Responsibilities:

- Understand and adhere to professional ethical standards and legal regulations governing the practice of occupational therapy.

- Respect patient confidentiality and privacy rights and maintain appropriate boundaries in therapeutic relationships.

Teamwork and Collaboration:

- Work effectively as part of a multidisciplinary healthcare team, collaborating with occupational therapists, physical therapists, speech-language pathologists, and other professionals.
- Communicate and coordinate care plans with other team members to ensure holistic and integrated patient care.

Professional Development:

- Engage in lifelong learning and professional development activities to stay current with best practices, emerging technologies, and advancements in occupational therapy.
- Seek opportunities for continuing education, certification, and specialization to enhance professional competence and expertise.

Safety and Infection Control:

- Adhere to safety protocols and infection control measures to minimize risks of injury and transmission of infectious diseases in clinical settings.
- Demonstrate knowledge of proper body mechanics, ergonomics, and sanitation procedures to maintain a safe and hygienic environment for patients and healthcare providers.

[Pregnancy Policy](#)

The pregnant student may remain active in the OTA Program and is not required to disclose pregnancy if not requesting accommodations. The student must meet all the course and program objectives. If a student decides to not disclose pregnancy and/or accommodation requirements, it is advised that the student educate themselves on the strategies to protect pregnant healthcare workers through research and online resources. If the student discloses physician ordered restrictions, the student will need to follow the process for applying for accommodations through ARC. Once those accommodations are granted, program faculty will be notified by ARC. The student will need to meet the classroom, lab, and fieldwork objectives with or without accommodations.

[Audio Recording in the Classroom:](#)

The consent of the instructor is necessary for audio recording in the classroom. (Accommodation will be made for students who have been determined eligible by A.R.C.). Due to some instructors not allowing cell phones in the classroom, an audio recorder is recommended. The student will agree that they will not copy or release any recording or transcription of what they have recorded. The student must be present in class and personally

record the material. The student will use the audio recording solely for their educational needs. The student will agree to destroy all recordings at the end of the semester. Students who do not comply with these stipulations may lose the right to audio record and/or face disciplinary action which may include dismissal from the OTA program.

Children on Campus

Per [District and College policies](#), except when children are enrolled in the Child Development Center, other instructional programs in the district, and/or attending public events under the supervision of parent or guardian, bringing children on campus while attending classes is not permitted. Parents and guardians must be aware that the ultimate responsibility for the safety of the children in their care rests with them and no liability can be accepted by the district nor any of its agents or staff for the consequences of children being on campus.

Curriculum Design and Sequence

The Occupational Therapy Assistant Program curriculum design incorporates four themes woven into the curriculum and three levels of learning. The design reflects the college mission statement, OTA mission statement and the OTA philosophy. The curriculum design guides the placement of course content, sequence and the depth covered at each level. The content's location within the curiosity levels of learning and adaptation reinforces content that builds on itself. This gradual stacking of concepts from introduction to application to mastery promotes graduation of occupational therapy professionals who are competent practitioners who understand cultural humility and who are able to integrate theory and occupation into each moment of practice.

Curricular Threads and Program Learning Outcomes

Curricular Thread	Program Learning Outcomes
1. Therapeutic Grounding	1a. Demonstrate proficiency in the foundational skills and knowledge of occupational therapy as a profession, including anatomy, physiology, the history of the profession, and the principles of therapeutic use of self to effectively engage clients in meaningful activities. 1b. Apply ethical reasoning and the principles of therapeutic use of self to ensure client-centered and evidence-based practice. 1c. Utilize evidence-based practice, clinical reasoning, and client-centered approaches to support participation in meaningful occupations across diverse practice settings.

2. Occupation Centered Practice	2a. Integrate occupational therapy principles to design and implement interventions that address clients' unique needs, promoting engagement in meaningful and purposeful activities. 2b. Apply clinical reasoning and critical thinking skills to adapt interventions and utilize assistive technology, addressing the dynamic needs of clients across the lifespan. 2c. Advocate for the value of occupational therapy by collaborating with clients, families, and communities to enhance health, wellness, and quality of life through occupation-based approaches.
3. Culturally Aligned Professionalism	3a. Exhibit cultural humility and competence by respecting and integrating diverse cultural perspectives, values, and practices into therapeutic interactions and intervention planning. 3b. Maintain professionalism and develop a strong professional identity by upholding ethical responsibilities, demonstrating effective communication, engaging in life-long learning, and fostering inclusive environments within intra and inter-professional teams.
4. Clinical Application and Integration	4a. Demonstrate competence in clinical skills, including observation, intervention planning, and documentation, to meet client goals and achieve successful outcomes in a variety of practice settings. 4b. Reflect on and integrate feedback from clinical experiences to continuously improve professional practice and client care delivery.

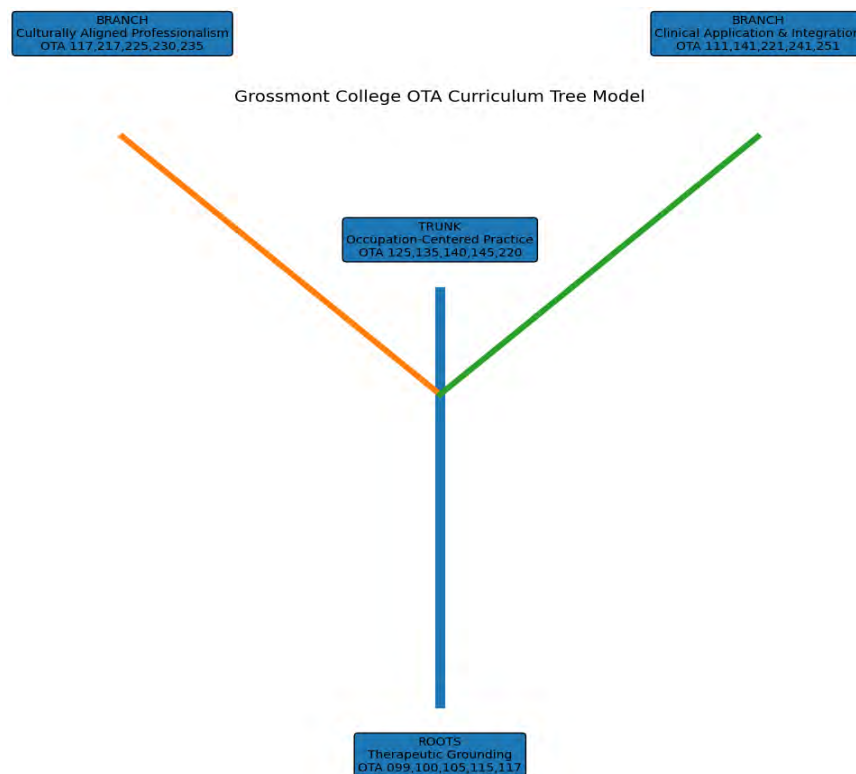
Thread	Courses
Therapeutic Grounding	OTA 099, OTA 100, OTA 105, OTA 115, OTA 117
Occupation Centered Practice	OTA 125, OTA 135, OTA 140, OTA 220
Culturally Aligned Professionalism	OTA 117, OTA 217, OTA 230, OTA 235
Clinical Application and Integration	OTA 111, OTA 141, OTA 221, OTA 241, OTA 251

A tree was chosen as the symbol of the open system of our curriculum. It is strong, growing and long lasting. It can reach great heights if it is taken care of during its early stages of growth. Input of knowledge through the roots provides the nutrients for the student to anchor to the

ground and begin the journey upward during the initial stages of exploration. The trunk of the tree is made up layers of exploratory learning that support the branches and begins shaping the crown. The curriculum content increases in depth requiring increased critical thinking and practice of skills creating the competency level. The branches reach out of the trunk and intertwine high up into the crown of the tree where achievement begins to take place. The application of the OTA curriculum content during the Level II Fieldwork experience gives the final shape to the crown and preparation for the OTA graduate to enter the profession at entry level competence.

The layers of the trunk run from the roots to the leaves carrying nutrients throughout the tree. The threads of our program run from the roots to the leaves giving the students nutrients throughout the program and reinforcing our mission.

The leaves give the tree color as the new students give the profession color releasing fresh oxygen into the world of occupational therapy. The program offers continuing education to assist with keeping the community renewed.



Introduction:

Introduction requires a safe environment for learning. It is stimulated when something is new or different and behavior is engaged in for its own sake to support the capacity for object

interest. A highly pressured or anxiety provoking environment is an enemy to the process. Introduction reflects an autonomous capacity to be interested in the environment. Hope and trust are fostered as the imagination searches for rules of how people, objects and environments operate. The foundations of learning occur at this level. The first sequence of courses is designed to facilitate exploration in learning the basic rules around principles, activities, communication, documentation, and movement in the delivery of occupational therapy services.

- OTA 100 - Fundamentals of Occupational Therapy
- OTA 105 - Fundamentals of Activity/Therapeutic Media
- OTA 102 – Rehab Terminology, Diseases and Diagnoses
- OTA 111 – Fieldwork IA
- OTA 115 - Dynamics of Human Movement
- OTA 117 – Introduction to Personal and Professional Responsibilities

Application:

Application emerges from intrinsic motivation to deal with the environment, influence it actively and be influenced by it through feedback. To become competent one needs to practice, repeat, and learn behaviors to the point of the establishment of habits. Through practice, competence is accomplished. Fragmentation is a natural part of this process that occurs when sequences of tasks are broken down and reordered during learning. Hope and trust are transformed to self-confidence and self-reliance at this level. The second sequence of courses provides an opportunity to practice, reorder, and apply previous knowledge to a wide range of ages, disabilities, and contexts.

- OTA 125 – Occupational Skills Development in Psychosocial Interventions
- OTA 135 – Occupational Skills Development in Physical Rehabilitation, Ortho/Med
- OTA 140 - Occupational Skills Development in Pediatric Roles
- OTA 141 – Fieldwork IB
- OTA 145 - Assistive Technology in Occupational Therapy
- OTA 220 – Occupational Skills Development in Physical Rehabilitation, Neuro/Med
- 221 – Fieldwork IC

Mastery:

Achievement builds on the previous two levels. Competition with self or others occurs focusing on a standard of excellence. There is an element of danger and risk taking involved at this level as the mind employs strategies to strive for success. The student applies and integrates previously learned knowledge through clinical fieldwork.

- OTA 205 – Evidence Based Practice
- OTA 217 – Advanced Personal and Professional Responsibilities
- OTA 225 – Occupational Justice

- OTA 230 - Management
- OTA 235 – Clinical Reasoning
- OTA 241 – Fieldwork IIA
- OTA 251 – Fieldwork IIB

General education requirements and course descriptions are listed on the [OTA program website](#). Course sequence is within a cohort model and will follow the structure described [here](#).

Program Completion

Students must complete all general education AND OTA program coursework prior to enrolling in level II Fieldwork. All coursework for the OTA program must be completed within 150% of the program duration. As the program is currently a 2-year program, students must complete all coursework within 3 years including level II fieldwork. Students must complete all level II fieldwork within 18 months of completing didactic coursework (for a student who has not re-entered the program, students re-entering the program at any time must complete level II fieldwork immediately after completing didactic coursework). Non-enrollment in level II fieldwork after completing didactic coursework will constitute a program exit and students must complete the exit procedures and request re-entry. Re-entry at any point is not guaranteed.

Associate in Science Degree (Awarded by the College)

It is highly recommended that all OTA students make an appointment with the Grossmont College Counseling Center to ensure all required courses in general education sections have been met. There is a counselor situated here in our Health Science offices dedicated to the allied health and nursing students only. Please contact the Health Professions Specialist for information on making an appointment. It is the student's responsibility to ensure all official transcripts have been received by the Admissions and Records department to assure that the Evaluations office can make a proper assessment for the Associate of Science Degree. All students must apply for graduation with the deadline usually in March for a June graduation date. [How to graduate with a degree or certificate click here.](#)

Please Note: Make copies of your diploma when received. Because the College prints diplomas, the OTA Program is incapable of recreating a diploma should you lose or destroy it.

Maintenance of Paperwork and Health Records

Communication between the OTA Office and the students is imperative. Please update the OTA Health Professions Specialist with changes of address, phone number(s), and email addresses.

Students are responsible for keeping health records updated and on file in the OTA office. Prior to applying for the OTA program, students are required to turn in proof of the following vaccinations or test for seropositivity (titer):

- MMR (Measles, Mumps, Rubella)
- Hepatitis B (including titer verifying that vaccine has taken)
- Varicella
- TDAP within the last 10 years
- **Annual** TB QuantiFERON Gold TB screen
- COVID-19 initial vaccination (some sites)
- Flu Vaccination (Annual – some sites)

After program acceptance, students will be required to enroll in Complio and pay for ongoing monitoring and membership. Students will also be responsible for the following items:

Current CPR/First Aid card: Students are required to complete a BLS provider CPR level course from an American Heart Association provider. Students who have an existing CPR card are responsible for renewing it prior to expiration. This will be a requirement for practice if you work as an OT practitioner.

Physical: Students must complete a physical with their physician before fieldwork starts.

Background Check/Drug Screen: done during the month of July

****Fingerprinting**** Some Level II clinical sites require fingerprinting in addition to the OTA Program requirements. These are typically pediatric sites such as schools, and clinics. Occasionally this site-specific fingerprinting adds a second level of scrutiny. A previous criminal conviction, even if expunged, can show on your background check. This may prevent students from attending that site. This may result in a delay in Level II participation and graduation. Please consult with the program director and academic fieldwork coordinator if this may be an issue.

Malpractice Insurance:

All students must have a current malpractice insurance policy. The **minimum** coverage for professional liability is \$1,000,000/occurrence and \$3,000,000/general aggregate during the entire program. Online enrollment is available at www.HPSO.com/ot and this is the quickest method to receive your insurance policy. The cost is approximately \$29.00 per year. It is the student's responsibility to submit copies of malpractice insurance renewal to the OTA program.

Please do this online go to www.hpsso.com

1. click on Individuals
2. click on students

3. click on Get Professional Liability Insurance Quote
4. click on individual
5. select California
6. Certified Occupational Therapy Assistant
7. select no
8. select student
9. continue
10. type in the date two years from when you started
11. Complete online application

Once your application is completed and paid, please provide a copy of the certificate to the health professions specialist.

Required Textbooks and Supplies

The OTA program utilizes textbooks across classes and makes every attempt to minimize student cost for textbooks across the program. The required texts are considered essential to instruction and supporting students in passing their board examinations. It is recommended that students do not rent or use electronic copies of texts.

Supplies may be required for purchase across the OTA courses based on the area of practice and student needs. There are 2 essential products students must purchase throughout the program. These are:

- A vinyl gait belt with a plastic spring-loaded buckle.
 - o These should be at least 60 inches and can be any color
 - o One example is listed [here](#)
- A fingertip pulse oximeter
 - o One example is listed [here](#)
- Goniometer
 - o One example is listed [here](#)

Dress Code

Students must wear a Grossmont College name tag on the left side. A new one must be obtained yearly. Please contact [Admissions and Records](#) for instructions on how to acquire a name tag/ID badge.

Dress code items are available at Scrub Mart in partnership with the college. Scrub Mart will provide all embroidery for the program. Polo shirts must be purchased through Scrub Mart. All clothing items are available in Men's, Ladies, and Unisex styles and are available in sizes XS –

5XL. All items will be embroidered with the words "Grossmont College Occupational Therapy Assistant."

Uniform types are listed below. The typical nightly uniform will be the practice uniform. Faculty will notify students when the professional uniform is expected. Students who do not adhere to the dress code will be sent home and the night will be counted as an absence.

Practice Uniform (Black Scrubs Embroidered in Green with Program Logo):

1. Top: Black scrub top with the program logo embroidered in green. The top should have short or long sleeves and a modest neckline.
2. Bottom: Black scrub pants with a comfortable fit and appropriate length. Pants can be jogger, straight leg, or boot cut. Pants should be comfortable, and you should be able to easily move in them.
3. Footwear: Closed-toe, lace-up, comfortable shoes with non-slip soles suitable for clinical settings. Shoes can be any color as long as they provide adequate support for long periods of standing and walking. Sneakers or athletic shoes are preferred.
4. Accessories: Minimal jewelry is permitted, such as small stud earrings and a wristwatch. Avoid wearing dangling earrings, bracelets, or necklaces that may pose a safety hazard or interfere with patient care.
5. Hair and Hygiene: Hair should be neatly groomed and tied back if it is long enough to interfere with patient care. Maintain good personal hygiene and avoid wearing perfumes or fragrances.
6. Nails: Nail extensions, polish, shellac or artificial nails are not allowed while enrolled in the OTA Program clinical portion and lab portion. No additional materials may be added to the fingernails.

Professional Uniform (Embroidered Polo Shirt and Khaki Pants):

1. Top: Black polo shirt with the program logo embroidered on the chest.
2. Bottom: Khaki pants with a professional fit, avoiding overly tight or baggy styles. Pants should be straight-legged or slightly tapered, reaching the top of the shoe without dragging on the ground.
3. Footwear: Closed-toe, professional shoes. Shoes should be clean and appropriate for a healthcare environment. Sneakers or athletic shoes are permitted.
4. Accessories: Minimal jewelry is permitted, such as small stud earrings and a wristwatch. Avoid wearing excessive accessories or anything that may distract from a professional appearance.
5. Hair and Hygiene: Maintain a neat and professional hairstyle, avoiding extreme colors or styles. Hair should be kept away from the face and tied back if necessary. Practice good personal hygiene and avoid wearing fragrances.
6. Nails: Nail extensions, polish, shellac, or artificial nails are not allowed while enrolled in the OTA Program clinical portion and lab portion. No additional materials may be added to the fingernails.

General Guidelines for Both Uniforms:

1. **Fit and Condition:** Uniforms should fit well and be in good condition, free from stains, tears, or excessive wear.
2. **Modesty:** Uniforms should be modest and appropriate for a professional healthcare setting, avoiding clothing that is too tight, sheer, or revealing.
3. **Personal Protective Equipment (PPE):** When required, wear additional PPE such as gloves, masks, and goggles according to clinical protocols and infection control guidelines.
4. **Compliance:** Adhere to the uniform policy during clinical rotations and other program-related activities.

Community Service Requirement

Each student will be required to complete community service during the OTA program. Any student not completing the required community service hours will fail the course where the community service is assigned. Students are encouraged to obtain these hours by participating in events directly related to the Grossmont College OTA Program and/or by volunteering with professional organizations directly related to the field of occupational therapy such as AOTA or OTAC.

Students are required to obtain approval in advance from the Program Director or the course faculty where the hours are assigned for community service obtained outside of these organizations. Students are required and will be held responsible for keeping records and certificates of completion for their involvement in community service. Please see course syllabi for requirements. Cumulative proof of 30 hours of community service is required to pass OTA 241/251 in the final semester of the OTA program.

OTA Student Club

An occupational therapy assistant student club serves several important functions for its members and the broader community. Here are some common functions:

1. **Professional Development:** The club provides opportunities for students to enhance their professional skills and knowledge through fundraising, planning, and attending networking events, and connecting with other student clubs. These activities can help students stay updated with the latest trends and research in occupational therapy.
2. **Community Outreach:** Clubs participate in community service projects and events to raise awareness about occupational therapy and its benefits. This can include volunteering for local charity events, outreach at area schools, or college campus events.
3. **Networking:** Student clubs facilitate networking among members, alumni, and professionals in the field. This networking can lead to mentorship opportunities, job placements, and collaborations on research or projects.
4. **Advocacy:** Clubs may advocate for the profession of occupational therapy by participating in advocacy campaigns, promoting legislative initiatives that support

occupational therapy, and raising awareness about issues affecting the profession.

5. **Social Support:** The club provides a supportive community for students, where they can share experiences, challenges, and successes related to their academic and professional journeys.
6. **Professional Identity:** Being part of a student club helps students develop a strong professional identity as occupational therapy practitioners. This can be particularly beneficial as they transition from students to professionals.

Overall, an occupational therapy assistant student club plays a vital role in supporting the personal and professional development of its members while also promoting the field of occupational therapy in the broader community.

The OTA Student Club is an official club of the [Associated Students of Grossmont College](#) (ASGC) and the [Inter Club Council](#) (ICC). Please refer to their websites for additional information. The club consists of students from each cohort year and is student run. There is a primary faculty advisor (Joyce Fries, Academic Fieldwork Coordinator/Associate Professor) and a secondary advisor (Holly (Helen) Reed Program director). Faculty advisor role is to support the club, help navigate the local community, and promote club participation. Once the club's leadership is identified, the club will be sanctioned by the ASGC and will identify one member to represent the club on the ICC.

OTA Student Club meetings are held whenever the students are available, outside of class time. Some possible club activities include participation in GC "Family Night." Potential students and their families are invited to campus to learn more about our programs. There are tours, where appropriate, and opportunities to advocate for our OTA program and club.

The club is encouraged to volunteer in community events to promote occupational therapy awareness. These events also serve to make connections with other advocacy groups. The club can fundraise to obtain money for a graduation celebration. There are many types of fundraising that can support the activities of the club.

Section III - OTA Student Conduct

[Academic Integrity/Policies](#)

Students are encouraged to visit the [GC website for academic integrity](#). Also visit the website containing [student rights and responsibilities](#).

The profession of Occupational Therapy demands the highest moral and ethical standards. All Grossmont College students must comply with the institution's high standards of academic integrity and avoid dishonesty. Acts of dishonesty include cheating, plagiarism, fraud, false citations, and the fraudulent use of Internet resources. Violation of one or more of these

standards will result in: a 0 on the assignment, a potential behavioral contract and/or dismissal from the OTA program.

Cheating: Copying of any test or quiz question or problem, or work done in a class that is not the student's own work. It also includes giving or receiving unauthorized assistance during an examination whether intentional or not. Obtaining or distributing unauthorized information about an exam before it is given is also cheating, as is using inappropriate or unallowable sources of information during an exam. *To avoid unintentional copying of work, students should cover their own exams and quizzes, and not leave a test or quiz on the desk where another student may be tempted to look at it. In the OTA Program, it is expected that during testing and independent work activities, a student who needs to take a break will look up at the ceiling and not around the room while seated to prevent the appearance of glancing at another person's work.*

Definition of Plagiarism: Plagiarism is the act of using someone else's words, ideas, or work without proper acknowledgment. This includes copying and pasting text from sources without citation, paraphrasing someone else's work without proper attribution, presenting someone else's work as your own, or reusing your own previous work without citation. This includes copying and pasting from the internet into your assignment or paper and the use of AI (Artificial Intelligence) technology to write your assignments.

False Citation: Falsely citing a source or attributing work to a source from which the referenced material was not obtained. A simple example of this would be footnoting a paragraph and citing a work that was never utilized. Faculty can and will check citations from the reference list for accuracy.

Ways to avoid plagiarism: Throughout the OTA program students will be conducting research. This may be a simple search in Google or other search engines. It may also be locating research articles from the college's library and its databases. If you are paraphrasing this information in an assignment, you must include where you found this information AND "cite" this as a reference. The Grossmont College OTA program uses APA format for citations to create the reference list (at the end of your assignment/paper). Here is [You Tube video](#) about creating a reference list using APA format.

Consequences of Plagiarism: Plagiarism will not be tolerated in the Occupational Therapy Assistant program. Students who are found to have committed plagiarism will face the following consequences:

- First Offense: The student will receive a failing grade for the assignment in question. The student may also be required to attend a meeting to discuss academic integrity.
- Second Offense: The student will receive a failing grade for the course and may be subject to disciplinary action, up to and including dismissal from the program. This will

count as a dismissal due to a professional behavior issue. Students dismissed from the program due to plagiarism will not be allowed to re-enter.

If a faculty member suspects that a student has committed plagiarism, they will notify the Program Director. The Program Director will investigate the matter and, if plagiarism is confirmed, will impose the appropriate consequences. Academic integrity is a core value of the Occupational Therapy Assistant program. All students are expected to uphold the highest standards of honesty and integrity in their academic work. Plagiarism undermines the learning process and will not be tolerated. Students who have questions or concerns about plagiarism are encouraged to speak with their instructors or the Program Director.

Student Code of Conduct

Students are expected to always follow campus policies. These are listed on the [college website](#). Use of medical marijuana is still a federal crime. Clinical placement facilities will not accept a student unable to pass a drug screening. Students will be expected to complete a background check and drug screening as they enter the program and to keep this current throughout their time in the program.

Students who have prior convictions (other than for minor traffic infractions) are advised to seek out the National Board of Certification for Occupational Therapy ([NBCOT](#)) and the California Licensing Board for Occupational Therapy ([CBOT](#)) to determine whether they will be allowed to sit for their national board exams or to gain licensure prior to entering the program. Either organization is allowed to deny a student's ability to enter practice based on past convictions of a crime substantially related to the qualifications, functions, or duties of a practitioner. They will consider the nature of the crime/act, the length of time that has lapsed since it occurred, and evidence of rehabilitation.

Any behavior that impedes the process of instruction or distracts others such that learning is inhibited is not tolerated and will be considered a breach of the Student Code of Conduct and be addressed accordingly.

Professional Behavior:

Excellent Professional behavior is expected throughout the OTA program. The ways these are assessed are included in each course and are available to students in the LMS. Examples of excellent professional behaviors are as follows:

- **Ethical Interactions:** Adhere to the highest ethical standards in all interactions with educators, peers, clients, colleagues, and the community.
- **Professionalism:** Demonstrate professional demeanor, attire, and communication in all settings.

- **Respect:** Show respect for the dignity, privacy, and autonomy of clients, colleagues, and faculty.
- **Collaboration:** Collaborate effectively with interprofessional team members to provide holistic care to clients.
- **Communication:** Communicate clearly and effectively with clients, colleagues, and faculty, using appropriate verbal, nonverbal, and written communication.
- **Cultural Humility:** Cultural humility is a lifelong process of self-reflection and self-critique whereby individuals learn to recognize and challenge their own cultural assumptions, biases, and prejudices. It involves a willingness to engage in respectful dialogue with others, to understand their perspectives, and to adapt one's behavior and approach to be more inclusive and responsive to the needs of diverse individuals and communities. Cultural humility emphasizes the importance of recognizing the inherent power dynamics in interactions and striving for mutual understanding and collaboration.
- **Engagement in your Education:** Engage in learning both in classroom and clinical settings. Continually assess what is needed to develop as a professional and to enhance knowledge and skills.
- **Adaptability:** Demonstrate flexibility and adaptability in response to changing client needs and clinical environments.
- **Critical Thinking:** Apply critical thinking skills to analyze situations, solve problems, and make informed decisions.
- **Self-Reflection:** Engage in self-reflection and self-assessment to identify areas for personal and professional growth.
- **Safety:** Prioritize the safety and well-being of clients, colleagues, and oneself in all aspects of practice.
- **Advocacy:** Advocate for clients' rights, access to services, and occupational justice.
- **Documentation:** Maintain accurate and timely documentation of client care according to professional standards and regulatory requirements.
- **Professional Boundaries:** Maintain professional boundaries in all interactions with clients, colleagues, and faculty.
- **Leadership:** Demonstrate leadership skills in promoting the profession of occupational therapy and advocating for the needs of clients.

By embodying these professional behaviors, occupational therapy assistant students can contribute to the advancement of the profession and provide high-quality care to clients across the lifespan.

Confidentiality

In accordance with state regulations and College policy, no information can be released except with the student's express permission. Course grades, fieldwork rotations and any other document with students' names cannot be posted for public viewing. Course grades can be individually retrieved online through the college website. Fieldwork and other course information may be distributed through Canvas, private user groups, or through e-mail.

No personal information can be released over the phone or in person by any faculty or staff person except with the student's prior permission. This includes disclosure of information to student's parent, spouses, family members, employers, etc.

If confidentiality is a particular concern for the student, the student is strongly encouraged to discuss this issue with the faculty and staff. Campus Security can also be a valuable resource for students who have confidentiality and safety concerns. Campus security can be reached at (619)644-7654

Computer access codes issued to each student by the facility are confidential. Students may not use their employee computer codes while acting as OTA students unless mandated by facility policy. Misuse of employee computer codes by OTA students will result in dismissal from the OTA Program.

Clinical work assignments must not contain the patient's full name or medical record number. Students cannot remove any part of the patient's chart, with the patient identifiers, or with the patient identifiers cut off, from the facility. All information used during the clinical day with patient information must be disposed of in the appropriate disposal unit (at the facility) as per the facility policy. Students who violate the HIPAA confidentiality guidelines will be dismissed from the Grossmont OTA Program.

FERPA – Grade Access and Student Records

The Family Educational Rights and Privacy Act (FERPA) is a Federal Law that protects the privacy of student records. In accordance with FERPA and the College, no information can be released except with the student's permission. FERPA was designed to protect the student's educational information and status as a student. Current OTA student records are kept locked in the OTA Program Office. Inactive OTA student records are kept in the Allied Health and Nursing Division locked Archive Room for 7 years from graduation. Additionally, FERPA grants students the right to inspect their educational record and requires that the College protect the privacy of student information, including the Social Security Number or Student Identification Number. Copies of student records may be requested with at least one week's notice given to the OTA Program Secretary. A photocopy of parts of the record may also be requested. Students must sign a form indicating they have received a copy of the requested records

Confidentiality of Student Information and Grades: In accordance with privacy regulations and College policy, no information related to student information and grades can be released except with the student's permission. Course grades, clinical rotations, and any other document with students' names cannot be posted for public viewing. Course grades can be individually

retrieved online through the individual course's Canvas site. Clinical rotations and other course information may be distributed through Canvas or through email. No personal information, including the student's enrollment, can be released over the phone or in person by any faculty or staff person except with the student's prior written permission. This includes disclosure of information to the student's parents, spouses, family members, employers, etc. If confidentiality is a particular concern for the student, the student is strongly encouraged to discuss this issue with the faculty and staff. Campus Security can also be a valuable resource for students who have confidentiality and safety concerns. Campus Security can be reached at 619-644-7654. Visit the [college website](#) for additional information.

Standard Precautions and HIPAA Requirements

Each student must complete the HIPAA content review and quiz and the Standard and Transmission-based precautions computerized self-learning modules and quizzes before the first day of clinical each year or upon re-admission to the OTA Program.

Per the agreement with the San Diego Nursing Consortium, students must complete their HIPAA modules every year that they are enrolled in the program. These modules can be found on their [website](#). Please turn your completion certificate into the Health Professional Specialist assigned to the OTA program.

Advising Within the Program

Student advising will occur at the student's request at any time. An appointment may be necessary to allow for private discussion. Informal advising may occur before, during, or after class/lab time if appropriate and based on student needs. Faculty may request to meet with a student if there are concerns about student performance or for general advising.

Students are to meet with their assigned faculty for any course content advisement. Students seeking program advisement are to meet with the OTA Program Director. The OTA Program Director works closely with the students each semester to share information about program and college requirements to ensure students are on track for each academic semester.

It is expected that each student will take an active role in confirming with the OTA Health Specialist that all requirements are in order in the OTA office, in meeting with a college counselor according to the requirements of the program, communicating with each instructor to verify course requirements are in order and to make contact with the program director with regards to any additional concerns or communications at the program level. It is the student's responsibility to ensure they have met all the OTA graduation requirements.

The formal advisement process for the OTA Program is as follows:

1. All incoming students will participate in the AHN orientation prior to beginning the OTA program.
2. Students turn in OTA Handbook sheet at the beginning of the program, with addendums as they occur and an annual update of the handbook as college and program standards change.
3. Program and professional expectations are listed in the master syllabus. These are reviewed at the beginning of each semester during syllabus reviews. Students can engage in questions regarding the specifics of these expectations.
4. Each semester students may meet with a counselor to review their GE requirements.
5. Students must turn in proof of completion of all GE or in progress notification prior to the second Fall semester. Proof of completion of the second Fall in progress courses must be provided to the OTA Office at the end of the second Fall semester.
6. The OTA Faculty have at least 3 retreats during the semester to discuss student success strategies and services from the community, college and OTA program for students at risk.
7. Faculty advisements are followed up with an e-mail summarizing issues and recommendations, giving resources for success and clear goals for the students to meet to indicate success.
8. When necessary, the OTA Program Director will meet with a student and complete an OTA Behavior Contract at the program level that can move with the student from semester to semester.
9. Fieldwork advising occurs across the level I courses as students engage in clinical practice.
10. Level II fieldwork advising occurs through site visits and individual meetings as students engage clinically and issues arise surrounding level II fieldwork.

Attendance, Class Participation, Assignments

Students are expected to attend all classes, lectures, labs, and activities. More than 1 absence per class per semester puts the student at risk of exiting the program.

Tardy: is coming to class late, leaving class early, or taking non-emergent unscheduled breaks.

- A student will be given a warning when a pattern of tardiness is evident.
- A tardy student must contact the instructor indicating what strategies they will use to prevent future tardiness and indicate if it was due to an emergency.
- A student who is present but not actively participating in lab and class activities will be considered tardy and possibly absent if they do not fully participate in lab and class activities.
- Students who are tardy and miss the start of a quiz will not be allowed to take that quiz and will receive a 0 on that quiz.
- 2 tardiness will count as 1 class absence.

Notification to Instructor of Absence: A student is required to notify the instructor of absence prior to the assigned class time via e-mail at a minimum. The student must indicate in the e-mail an anticipated date of return to class and whether the absence is due to an emergency. Students are responsible for all material covered during the time missed. Any class material missed due to absence must be completed by the student at the convenience or discretion of the instructor.

Examination Makeup: Students are required to attend all course examinations. If a student does not attend and does not notify the instructor of the absence in advance, the student will receive a zero on that examination. If there is a documented emergency, the instructor may consider an examination makeup. There is no makeup for skills-based lab activities, lab assignments, skill testing, scenario testing, or quizzes.

Should the student be dropped for excessive absences, the student will need to schedule an exit interview. This will count as a failed OTA Program attempt and a professional behavior issue with no re-entry option.

For hybrid and online courses, see the course syllabus for attendance policies.

Assignments/Late Work: Assigned work will be due on dates specified by the instructor. If the assignment is late, the student will receive either a zero or no credit. If events occur which prevent the student from handing in work on time, special permission for submitting an assignment late may be requested in writing. This request must be submitted to the instructor before the due date stating the reason for the extension and the amount of additional time requested to complete the assignment. If a student is unable to come to class the day work is due, it is the student's responsibility to contact the instructor according to that instructor's designated manner of communication and make arrangements for submission of the work. The policy for handling pass-fail paperwork will be discussed by each course's instructor.

Technology in the OTA Program

Purpose: Education includes the utilization of technology. Students should be familiar with the current learning management system (LMS) called Canvas. All classes are face to face with supportive content located in the LMS. Basic computer skills are necessary to participate in class, submit assignments, and review grades. Word processing programs such as Microsoft Word, PowerPoint, Excel, or Google Docs, document sharing for collaborations are also necessary.

Social Media: There are many platforms for social media available and widely utilized for many reasons. Information found on social media has not been validated for authentication or accuracy. Information from social media should not be paraphrased in your assignments or research. Alternatively, posting (text and/or images) to social media should **never** include information about your fieldwork experiences, clients or patients, fieldwork educators or co-workers, etc. without exception.

Email and Computer: All students must have an email address and access to a computer. Every attempt will be made to communicate with students through the LMS. However, there are instances when direct email communication is necessary, especially when connecting with fieldwork sites, and educators. If you make changes to your email address, please notify the OTA Health Professions Specialist and your current instructor(s). Email address changes should also be updated in Self-Service.

Cell Phones, Laptops, and Tablets: The use of cell phones, tablets, and computers is not allowed in class unless students are given express verbal or written permission from the instructor. The Grossmont College OTA Program students must adhere to the cell phone policies of their clinical sites. Some facilities have more stringent policies than others. If allowed by the facility and instructors, cell phones may be used in staff break areas (including cafeterias) or outside the building only. Cell phones must not be visible or used in any patient care area in the clinical facility including hallways and elevators. In settings where patients/clients are located outside the building or in the break areas, do not utilize your cell phone as it may appear that you are taking pictures or videotaping. If the student needs to be accessible by phone during the day, alternative arrangements should be discussed with the clinical instructor. Should a student violate this policy they will be immediately dismissed from the OTA Program and may not be eligible for re-entry. If your facility utilizes electronic devices for therapy sessions, you are required to adhere to their policies for therapeutic use. Please do not take pictures, audio, or video of clients or areas where clients might be, even if the clinical site allows it.

Examinations and Technology: All examinations within the OTA program will be conducted on campus in a face-to-face model. Examinations may be given electronically through CANVAS, or on paper depending on the requirements for the instructor and course. All OTA Program examinations must be completed using a Grossmont College-issued laptop or Grossmont College computer. Personal computers, tablets, or other personal electronic devices may not be used for examinations unless specifically authorized by the instructor. Students are responsible for having their Grossmont College login information available and knowing how to access their account at all times. Lack of access to login credentials does not excuse a student from completing a scheduled examination. Please see specific syllabi for course examination policies.

Standards For Course Work

Grades: The method used to determine individual test scores, written assignment evaluation, and final course grades will be posted, assigned, and processed in accordance with current College policy. The OTA Program utilizes the following grading system in all OTA classroom core courses. *It is the student's responsibility to track test scores and grades throughout the course. It is the student's responsibility to discuss grades with the OTA instructor, attend available tutoring, seek assistance as needed and follow academic counseling advice to maintain passing grades.*

- Students with a "C" at midterm should meet with the course instructor.
- Course grades will not be rounded: Ex: 80.8% will be a "C."

The scale for letter grades is as follows:

91-100% = A
82-90% = B
75-81% = C
Less than 75% = D/F

Students who are unable to attain a passing grade in a core classroom OTA course (one designated "OTA 100-235) with a grade of "C" or better; do not meet entry level competency on OTA Skills Checklist, and/or do not comply with the Professional Behavior requirements, will not pass the course. This will cause the student to be exited from the OTA program. Students who fail a course will not be allowed to re-enter the program. Students who do not pass a fieldwork course (OTA 111, 141, 221, 241/251) will be exited from the program.

Students who choose to withdraw from an OTA core course, but hope to return, will wait one year- when the course is offered again. This will delay participation in fieldwork, and program completion.

Students who fail core courses due to academic fraud, unsafe performance, or unacceptable professional conduct will not be eligible for re-entry.

Students who leave the OTA Program in good academic and professional behavior standing may be considered for readmission on a case-by-case basis.

Examination Review: Post examination review will be conducted per each course instructor. Major examinations (midterm and final) are considered secured examinations and will not be available for review except per the express permission of and under the supervision of the course instructor. Students found to have copied and/or distributed any quizzes or course examinations will be dismissed from the OTA program due to a professional behavior violation.

Incomplete Grades: In accordance with the College's policy, an instructor may award an incomplete ("I") grade for an incomplete due to an unforeseen emergency or unusual circumstance. The student must contact the instructor and complete the College's form for an Incomplete Grade. If the student is granted an "incomplete" for a course, the instructor will enter "Incomplete" in Self-Service. The student must meet with the instructor and program director to determine a plan for course completion including a deadline. If the "Incomplete" is not completed within the designated time, the student is awarded a failing grade for the incomplete course. Please refer to the Grossmont College Catalog for further information on incomplete grades. An "Incomplete" cannot be granted as an option when a student is failing the course.

Notification of Academic Jeopardy

Initiation of the remediation plan process occurs when the faculty feels that academic failure is likely unless corrective measures are developed. The process includes the faculty sending an email to the student which details the areas of concern, the recommended course of action, and the timeline for meeting appropriate standards. The student must reply to the faculty documenting their plan and scheduling a meeting if necessary. If a student receives a failing grade (less than 75%) on an exam, quiz or skills demonstration, the student must meet with the instructor to discuss a recommended course of action.

Safety, Professional, Legal, and Ethical Infractions

A student may be subject to dismissal from the OTA Program based on, but not limited to the following:

Unsafe Clinical/Lab/Simulation Practice:

Examples of unsafe practice may include but are not limited to the following:

- Failure to display stable mental, physical or emotional behavior(s) which may affect the well-being of others.
 - Failure to follow through on a remediation plan.
 - Acts of omission/commission in patient care, such as physical, mental, or emotional harm and safety precaution error.
 - Lack of verbal and/or psychomotor skills necessary for carrying out safe OT skills
 - Attempting activities without adequate orientation or theoretical preparation or appropriate supervision/assistance.
 - Failure to be prepared for treatment interventions.
 - Behavior that endangers a patient's, staff members, peers, or instructor's safety.
- NOTE: This does not have to be a pattern of behavior, and the student can be dismissed for one occurrence.

Violations Of Professional, Legal, or Ethical Conduct:

- Dishonesty.
- Falsification of patient records.
- Interpersonal behaviors with agency staff, coworkers, peers, or faculty which result in miscommunications or disruption of patient care, simulated patient care and/or unit/classroom functioning.
- Failure to maintain patient confidentiality according to HIPAA regulations.
- Academic Fraud.
- Any violation of the “student Code of Conduct” as outlined in the College Catalog or the “OT Code of Ethics” outlined in this handbook.
- See policy on clinical practicum I-V.

Notification of Initial Violation:

The instructor will document the description of the behavior and the status of the patient/peer/staff, if appropriate. The student also may provide written input for review. The faculty will present recommendations to the student both verbally and in writing. Should a student display unsafe clinical practice or have a violation of professional, legal, or ethical conduct they may be dismissed from the OTA program and will be ineligible for re-entry. All students dismissed from the program will be encouraged to schedule an exit interview with the OTA Program Director to discuss options. Following the exit interview, the student will receive a written summary of the exit interview.

Appeals Procedure

A student may request initiation of the appeal process for an unresolved problem involving a departmental rule. A departmental rule is defined as one made by the entire (Program) faculty, which affects more than one individual (program) course, e.g., clinical attendance or readmission policy. Theory and clinical grades are determined by the instructor of the course and may not be appealed as per the education code section 76224.

Initiation of the Appeals Hearing:

- The student should first meet with the instructor involved and attempt to resolve the problem at that level.
- If the issue is not resolved, the student meets with the Program Director within 5 (five) working days of the situation.
- If the issue is not resolved, the student initiates the appeal process by submitting an email or written letter to the Program Director who will contact the Appeals Committee Chair. The intent to appeal, the nature of the problem and the requested outcome should be clearly stated in the email/letter.
- The email/letter must be received within 5 (five) working days of the situation.
- The student will be allowed to continue attending lecture/clinical/lab/seminar (unless dismissed from a clinical site or removed from class) until the Appeals Committee meets

and formulates a decision concerning the appeal.

For issues such as drugs, alcohol, potential criminal conviction, unsafe clinical practice or other behavioral issues, a student may not be allowed to remain in the classroom, lab or at the clinical site.

- The Chair of the Appeals Committee will call a meeting to formally review the appeal within 5 (five) working days of the appeal request made by the student.
- The Chair of the Appeals Committee will notify the student by phone and email as to the date and time of the appeals hearing.
- The student may bring a support person to the hearing. The advocate may not participate in the hearing but serves simply as support for the student.
- The student may call witnesses to the Appeal Hearing. The student must notify the Program Director in writing with the witnesses' names before the scheduled hearing.
- The students are limited to 30 minutes to present to the Appeals Committee, including witness statements.
- Grievances filed with the Appeals Committee during winter and summer session will be postponed until faculty return to campus during fall and spring semesters.

Membership of the Appeals Committee:

The chair of the Appeals Committee will be selected from a member of the full time Allied Health and Nursing faculty as needed when the Appeals process has been initiated by a student. Each time the Appeals Committee convenes, the Chair will appoint two faculty members and one coordinator from the Allied Health and Nursing programs. Neither the chair nor any faculty member serving on the Appeals committee will have been directly involved with the issue being appealed.

Procedures for the Appeals Committee:

- Appoint a recorder.
- Convene the meeting 30-40 minutes before the hearing to review the policy and any documents submitted by the student filing the appeal.
- Introduce committee members.
- Have all committee members sign a confidentiality statement.
- State purpose of meeting and student's request
- Facilitate the appeal hearing.
- Call for a vote based on the student's request.
- The student should be prepared to discuss the issue and defend his/her position within the 30-minute time limit.
- The instructor/s directly involved should be prepared to present data related to his/her position concerning the situation under appeal within the 30-minute time limit.
- At the conclusion of the presentation of evidence by both parties, and any closing statements, the Chair will dismiss all participants from the hearing, except for the

hearing panel, to begin confidential deliberation on the appeal.

The Chair will render the decision of the Appeals Committee to the Program Director in writing. The Program Director will communicate the outcome of the hearing to the student by phone and in writing within 2 business days.

Unresolved issues or any appeals of the hearing panel's decision at the departmental level may be taken to the Dean of the division with oversight for the program. The student has five (5) working days to make a written request to have the matter referred to the Division Dean. The Division Dean will review and make recommendations for the unresolved issue within ten (10) working days. Any situation remaining unresolved may be taken to the Associate Dean of Student Affairs as appropriate. Decision made by the chief academic/student services officer is FINAL.

Please Note:

- Theory and clinical grades are the sole discretion of the instructor and are regulated by the Education Code and are not subject to grievance.
- No participant in the Appeals Committee or a support person selected by the student may be a licensed attorney or trained as an attorney.
- No attorney may be in attendance during the meeting with the Appeals Committee

Exit Policy

If for any reason, it becomes necessary for a student to leave the Program prior to completion, it is the student's responsibility to schedule an exit interview with the Program Director. Then the Exit Interview Form will be completed. This form will become part of the student's record.

Students who are in good academic standing when they exit the program will be allowed an opportunity to re-enter. Students who are exiting the program will be required to exit all courses during the specific semester they are leaving and will not be allowed to exit a single course while continuing in other courses during the semester. Students who exit the program due to professional behavior/safety issues are not eligible for program re-entry. Students who exit the program due to failure of a course may be eligible for a single re-take of that course based on the recommendations of the course instructor and program director after review of the student's exit form and action plans. Students who do not complete the exit interview process will not be eligible for re-entry. Per accreditation regulations, students must complete the program within 150% of the allotted time for the program.

Readmission

Students who leave the Program in good academic and clinical standing may be readmitted one time, upon recommendation of the Program Director. Students who leave the Program due to

academic failure of more than one course will not be eligible for readmission. Special consideration may be given in extraordinary circumstances and at the discretion of the Program Director. Please note readmission will require a repeat background check, drug screen, and any other clinical placement requirements. Students must submit a "Program Re-entry Request" to the OTA Office by November 1st for re-entry to the Spring Semester, and by July 1st for re-entry to the Fall Semester. Application must be made so that there is no more than a one-year absence unless there are extraordinary circumstances. Students will be allowed to re-enter in the semester where they exited the program and will need to complete all coursework for that semester.

Behavioral Contract

Professional values are practical standards that create a framework for evaluation of attitudes and ideas influencing behavior in occupational therapy. Acquisition of professional values is the heart of professional development. Professional attitude is a sense of experiences that makes up a professional identity. Professional self-concept is the result of skills training, and professional development. Professionalism is an expectation of all students.

- The course instructor will initiate a behavioral contract on any student identified as not meeting professional expectations.
 - Professional issues include, but are not limited to, late submission of assignments/quizzes, or homework, unprofessional communication, incivility to faculty, peers, and clinical staff; violation of dress code, tardiness and attendance issues.
- The instruction team will collaborate on the development of a behavioral contract for any student identified as not meeting professional expectations.
- The behavioral contract will be individualized for each student and will remain in effect for the duration of the program.
- The faculty and/or the program director will meet with the student to review and sign the contract, acknowledging the terms of the contract.
- In each successive semester, the student and program director will review the contract at the beginning of each course.

Failure to follow the recommended actions outlined in the contract will result in the student's dismissal from the program. The student may not be eligible for re-admission.

Student Grievances

Student Grievance Procedure

The OTA Program supports a respectful and equitable learning environment. Students have the right to express concerns and seek resolution through a fair and timely process consistent with Grossmont College policies and procedures.

This procedure applies to concerns related to:

- Course instruction, grading, or evaluation

- Fieldwork education experiences
- Program policies or requirements
- Professional conduct within the program

Concerns related to discrimination, harassment, or Title IX must be addressed through official Grossmont College processes.

Procedure

Step 1: Informal Resolution

Students are encouraged to resolve concerns at the lowest level possible.

- The student should first discuss the concern directly with the faculty member, fieldwork educator, or staff involved
- This should occur within a reasonable timeframe (typically within 5 business days)
- Faculty may consult with the Program Director or Academic Fieldwork Coordinator (AFWC) as needed

Step 2: Program-Level Grievance

If the concern is not resolved, the student may submit a written grievance to the Program Director.

The written grievance should include:

- A clear description of the concern
- Relevant dates and individuals involved
- Steps taken to resolve the issue
- The requested resolution

Program Director Responsibilities:

- Acknowledge receipt of the grievance
- Review documentation and gather additional information as needed
- Meet with involved parties when appropriate
- Provide a written response within a reasonable timeframe (typically 10–15 business days)

Step 3: College-Level Process

If the student is not satisfied with the outcome at the program level, they may proceed through the Grossmont College Student Grievance process.

- This may include review by the appropriate Dean
- Students may access formal college procedures through the Grossmont College catalog and student services

Step 4: External Complaint

After all program and institutional processes have been exhausted, students may submit a complaint to the [Accreditation Council for Occupational Therapy Education](#) (ACOTE) if the concern relates to accreditation standards.

Confidentiality and Student Rights

- All grievances will be handled with discretion and respect
- Retaliation against a student for filing a grievance is prohibited
- Students will be informed of available campus support resources as needed

Documentation and Record Maintenance

- Formal grievances will be documented by the Program Director
- Records will include the complaint, correspondence, and resolution
- Documentation will be securely maintained in accordance with college policies
- Aggregate grievance data may be reviewed for program improvement

Section IV – Fieldwork

Clinical Facilities and Affiliations

Students in the OTA Program are expected to assume responsibility for and have some degree of flexibility in their schedules. Clinical experiences may require student availability other than what was originally scheduled due to caseload changes, emergency situations, staff changes et cetera. These clinical changes will be discussed as early as possible.

The Occupational Therapy Assistant Program at Grossmont College maintains clinical affiliations with San Diego area hospitals, clinics, and community organizations. You will be expected to travel anywhere within the San Diego County Region to complete your fieldwork experience. Students are encouraged to plan ahead! Clinical rotations can be anywhere within San Diego County – be prepared to go as far north as Camp Pendleton, Fallbrook and Escondido areas, northeast to Julian, Borrego Springs, southeast to Boulevard, Campo and as far south as San Ysidro all the way west to Imperial Beach and San Onofre and anywhere in between. These sites take OTA students from Grossmont College on a voluntary basis. Careful consideration is given in placing OTA students in fieldwork sites that will meet the student's needs including faculty input, student preferences and facility requirements. Students may not choose their own fieldwork placements. All fieldwork placements will be made by the OTA Program Director and the OTA Fieldwork Coordinator. It is inappropriate for a student to contact a fieldwork site or potential fieldwork site. If you know of a potential site for fieldwork, please give the site name to the OTA Program Director, and she will pursue a contractual agreement with this site if it is appropriate. You will not be guaranteed placement at this site.

Students who contact sites without the direct knowledge of the program director and academic fieldwork coordinator are at risk for violations of the program's professional behavior standards. Please do not contact any sites asking for placement.

Site Information Process

The Grossmont College Occupational Therapy Assistant Program ensures all students have access to site information, requirements, objectives, and performance expectations prior to fieldwork. All fieldwork materials are housed in a Canvas course shell, with student access granted after the first summer and prior to Level I fieldwork.

For new sites, the AFWC meets with the fieldwork educator to develop the fieldwork data form, site specific weekly objectives, and a list of student expectations. For students with immediate placement at the site, these documents are shared directly with the student when the placement is confirmed. These documents are then posted to the Canvas shell for future students to review.

Transportation

Reliable transportation is required. It is virtually impossible to attend the Occupational Therapy Assistant Program without the use of an automobile due to the many fieldtrips, OTA 111/141/221/241/251 experiences. While students are participating in fieldwork experiences, they may not drive in clinic vehicles. If a student is asked to participate in an outing during Fieldwork, they are to drive their own vehicle and meet at the designated location. Students are responsible for their own transportation to and from clinical sites and must be able to drive to a site anywhere within San Diego County. Students may have to go to multiple sites affiliated with the program all in one day.

Students can be placed anywhere within San Diego County for fieldwork experiences unless they request placement outside of the county.

Site Selection Process for Fieldwork Sites

The Grossmont College Occupational Therapy Assistant Program maintains a clearly defined and documented process for the selection of fieldwork sites and for ensuring that valid written agreements are executed and maintained prior to and throughout all Level I and Level II fieldwork experiences.

Fieldwork site selection occurs through multiple established pathways to ensure a diverse and high-quality network of clinical partners. Sites may be selected based on existing contractual relationships from previous fieldwork cycles, faculty-identified needs aligned with clinical expertise or curricular goals, direct requests from clinical sites seeking to host students as part of recruitment efforts, or targeted outreach by the Academic Fieldwork Coordinator (AFWC), including recruitment through the program's alumni network.

Prior to placement of any student, a formal contract or Memorandum of Understanding (MOU) is established between the sponsoring institution and the fieldwork site. The contract initiation process is submitted through the division and includes required documentation such as site demographic information, designated contact personnel authorized to manage and sign the agreement, and a W-9 form in compliance with State of California requirements.

Following submission, the contract is processed through the College's procurement and business offices. This process includes multi-level institutional review and authorization, ensuring that all legal, regulatory, and institutional requirements are met. Responsibilities of both the sponsoring institution and the fieldwork site are explicitly outlined within the written agreement. Electronic agreements and signatures are utilized and accepted as part of this process.

Once fully executed, the AFWC receives and maintains a copy of the finalized agreement. Contract expiration dates are systematically tracked by the AFWC and the Allied Health and Nursing Division Admin, with reminders set approximately six months prior to expiration to initiate timely renewal. This ensures that all agreements remain active and in effect prior to the start of and throughout the duration of all Level I and Level II fieldwork experiences. Through this structured and monitored process, the program ensures that all fieldwork placements occur only at sites with valid, current agreements that clearly define roles and responsibilities

Site Selection Process for Students

The Grossmont College Occupational Therapy Assistant Program is committed to providing meaningful and supportive fieldwork experiences that promote student learning, professional development, and successful transition to entry-level practice.

Level I Fieldwork

Level I fieldwork experiences are assigned by the program to ensure that all students are exposed to a variety of practice settings and populations. While sites are assigned, students are provided the opportunity to select from available scheduling options and indicate preferred dates for attendance. This approach supports flexibility while maintaining equitable access to quality learning experiences.

Level II Fieldwork

For Level II fieldwork, students participate in a more individualized placement process. Students submit information regarding their areas of interest, preferred practice settings, geographic location within the county, and any special preferences or needs. This information is used to guide placement decisions.

Fieldwork site requests are coordinated by the Academic Fieldwork Coordinator (AFWC) through the DISA (formerly ADB/Complio) system or through direct communication with clinical site representatives. Once a sufficient number of placements have been confirmed, OTA faculty collaboratively review each student's strengths, areas for growth, and stated preferences.

Faculty work together to determine the best possible match between the student, fieldwork site, and fieldwork educator. Every effort is made to create placements that support student success, foster professional growth, and provide a well-rounded clinical experience.

The program is fortunate to maintain strong relationships with clinical partners, including many alumni who serve as fieldwork educators, further enriching the student learning experience.

Level I Fieldwork

OTA 111, 141 and 221: Level I fieldwork enriches classroom and laboratory learning through directed observation and participation in selected aspects of the occupational therapy process. A variety of clinical occupational therapy settings are introduced through experiential learning. Settings are equipped to apply principles learned in the academic program and appropriate to the student's learning needs and may include clinical observation, community participation, and simulation. These experiences mirror the specific practice areas being taught in the classroom during that semester. Assignments related to each Level I experience must be submitted via the LMS. Evaluation of student performance is completed by the course instructor or site provider. Documentation of clinical observations and verbal reporting to peers is emphasized. Qualified personnel for supervised Level I Fieldwork include OT practitioners, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. Students are required to pass all Level I fieldwork experiences.

Level I Fieldwork Objectives:

Each Level I fieldwork experience builds on prior didactic and fieldwork experiences. Level I experiences provide the opportunity for exploration through observation, reflection and invited participation. Each succeeding experience provides opportunities to develop additional competencies.

The student will:

- Analyze the scope and purpose of Occupational Therapy in adult and geriatric rehabilitation settings.
- Compare and contrast the differing role of the OTA in adult and geriatric rehabilitation settings and the potential for OT in nontraditional settings with this population.
- Analyze the differences in Occupational Therapy treatment process for adult and geriatric rehabilitation including: evaluation individual and group treatments, reassessment and discharge according to fieldwork site.
- Identify common characteristics seen in adult and geriatric rehabilitation clients with specified diagnosis.
- Identify therapeutic interventions that promote function and facilitate client recovery that focus on the adult and geriatric population and roles.
- Demonstrate reliable work habits of: timeliness, appropriate hygiene and dress, task completion, attention to detail and safety of patient and others in the work environment.
- Demonstrate initiative and motivation; seek out learning opportunities/interactions with supervisor/others.
- Anticipate and manage personal/professional frustrations; balance personal/professional obligations; handle responsibilities; work with others cooperatively, considerately, effectively; responsiveness to social cues.
- Give, receive, and respond to feedback; seek guidance when necessary; make changes in performance based on feedback.

- Communicate in a clear, concise and professional manner.
- Employ communication skills reflecting respect for patient's privacy and cultural humility.
- Utilize medical and occupational therapy terminology correctly in written and oral communication.
- Complete written assignments for each experience utilizing correct grammar, terminology, and spelling.
- Interact appropriately with individuals such as eye contact, empathy, limit setting, respectfulness, use of authority, etc.; degree/quality of verbal interactions; use of body language and non-verbal communication.
- Utilize self-reflection, ask questions; analyze, synthesize and interpret information; understand the OT process.
- Analyze the occupational therapy practitioner's role in addressing psychosocial factors that affect client engagement in occupation
- Recognize therapeutic use of self in adult and geriatric settings.
- Recognize the features of psychosocial stress and state how OT practitioners can address these.

Grades: 111, 141, and 221 (Level I Fieldwork) are all pass/fail courses. Participation in all Level I fieldwork events and completion of all online assignments are required to obtain a passing grade.

Level II Fieldwork

OTA 241 and 251 consists of two, 10-week full time clinical rotations under the direct supervision of a credentialed occupational therapist or occupational therapy assistant. Successful completion of Level II Fieldwork (241 & 251) is required for eligibility to sit for the national OTA certification exam. Level II fieldwork is scheduled during the Spring Semester of the second year. All OTA and GE courses must be successfully completed before a student can begin Level II fieldwork. Level I fieldwork experience hours will not be counted toward any part of level II fieldwork. Areas of practice available for fieldwork placement include physical dysfunction, mental health, pediatrics, geriatrics, rehabilitation, community-based programming, and emerging practice settings. Students may complete both fieldwork rotations at a single fieldwork site as long as each rotation is reflective of a different practice area. The process of fieldwork placement begins before or during the Fall Semester when students discuss initial plans and placement goals with the Fieldwork Coordinator. All fieldwork must be completed within 18 months (about 1 and a half years) of academic preparation (core OTA courses).

The rigorous schedule of level II fieldwork requires a full-time commitment up to 40 hours per week during spring semester. Students who work will need to plan early to accommodate the daytime level II fieldwork schedule. Part-time fieldwork is not offered. Please plan accordingly.

Level II Fieldwork Objectives:

Achievement in OTA 241 and OTA 251 experiences builds on the foundational skills attained in level I fieldwork. Therapeutic methods are expanded as new skills are learned and applied. There is an emphasis on clinical reasoning and decision making within a team-oriented environment.

The student will:

- Demonstrate proficiency in conducting assessments under supervision, including standardized evaluations and observational assessments.
- Implement treatment plans effectively, demonstrating understanding of therapeutic modalities and techniques appropriate to client needs.
- Develop effective communication skills with clients, families, and interdisciplinary team members.
- Practice client-centered care principles by actively involving clients in goal-setting and treatment planning processes.
- Complete accurate and timely documentation of client interactions, progress notes, and treatment plans according to facility protocols and legal standards.
- Adhere to professional behavior and ethical guidelines in all interactions with clients, colleagues, and supervisors.
- Demonstrate understanding of confidentiality and privacy regulations in healthcare settings.
- Comply with legal responsibilities, professional ethics, school policies, rules and regulations that affect clinical fieldwork performance.
- State administrative and practical requirements for practice in the occupational therapy treatment setting.
- Differentiate between physical, psychosocial, cultural, and environmental factors influencing patient/family compliance with treatment plan and recommend modifications to improve compliance.
- Develop time management skills to meet the facility's productivity guidelines for an entry-level practitioner.
- Identify client-centered problems and formulate appropriate intervention strategies based on assessment findings and treatment goals.
- Evaluate effectiveness of interventions and modify treatment plans as needed under supervision.
- Collaborate effectively with occupational therapists, other healthcare professionals, and support staff to promote comprehensive client care.
- Participate actively in team meetings, contributing insights and suggestions for client progress and treatment planning.
- Engage in reflective practice to identify personal learning needs and areas for improvement.
- Seek and integrate feedback from supervisors and peers to enhance clinical skills and professional growth.
- Engage in reflective practice to identify personal learning needs and areas for

improvement.

- Seek and integrate feedback from supervisors and peers to enhance clinical skills and professional growth.
- Demonstrate sensitivity to cultural and diversity factors influencing client care and treatment outcomes.
- Adapt interventions and communication styles to meet the cultural and linguistic needs of clients and families.
- Follow facility protocols for infection control and safety measures during client interactions and therapeutic activities.
- Demonstrate awareness of environmental hazards and implement appropriate safety precautions.
- Advocate for clients' rights and access to occupational therapy services within the healthcare system

Grades: OTA 241 and 251 are pass/fail courses. Participation in Level II Fieldwork, completion, and on-time submission of ALL assignments are required to pass Level II Fieldwork. There are no optional assignments. Each student will complete a self-evaluation at midterm and final using [AOTA Fieldwork Performance Evaluation](#). This is [the rating scale](#) for the AOTA FPE. These will be shared with your fieldwork educator weeks 4 and 9. There is no passing score at midterm. You must achieve a final score of 91 or higher. **A grade of 3 or higher in Section I must be achieved regardless of overall score since it measures ethics and safety.** Although your fieldwork educator will complete the FWPE, the final grade remains with the 240, 241 course instructor of record.

If a student chooses to withdraw from 241 or 251, they must wait one year for these courses to be offered again. Decisions about withdrawing should include the academic fieldwork coordinator and the program director. If you are considering withdrawing, please contact both and schedule a meeting ASAP before notifying your fieldwork educator and site. Students who withdraw from fieldwork must complete all program exit procedures to be considered for re-entry in following years. All academic fieldwork must be completed within 18 months of completion of didactic coursework.

Failure of 241 or 251:

Students struggling to meet the objectives for Level II fieldwork should contact the academic fieldwork coordinator immediately. They will meet with their fieldwork educator and the student to determine what the concerns are and if necessary, establish a learning/professional behavior contract. Specific goals will be established with an agreed upon time for meeting the goals. The student will be provided with resources, and they are expected to use them to help meet the goals.

Students who are unsafe, put patients/clients at risk, or demonstrate unethical behavior may be dismissed from Level II Fieldwork and the OTA Program and will not be eligible for re-entry. Documentation of these infractions must be provided by those who observed these behaviors

and supported by other site staff, patients, or caregivers. Students dismissed for these reasons will not be eligible for another level II fieldwork.

[Attendance Policy for Level I & II Fieldwork](#)

Level I fieldwork experiences are completed onsite with our community clinical partners. Relationships are built over time and cultivated by positive teaching and learning. They can serve as an informal selection process for Level II or an informal interview for a job. You will be interacting with the whole healthcare team. You will be expected to be fully attentive, interested in learning, and prepared to accept feedback.

Level II Fieldwork consists of two 10-week full-time clinical rotations. They occur each spring from January-May of each calendar year. They are **ONLY** offered each spring which means full attendance is required to pass or make-up will occur one year later.

Absences: If you are ill, you must notify the academic fieldwork coordinator and your fieldwork educator **PRIOR** to the start of your shift. If you are asked to leave your site due to illness or any other reason, you must notify the academic fieldwork coordinator immediately. You are a student enrolled in courses at Grossmont College. The academic fieldwork coordinator assumes you are at your clinical site, if you are not, the academic fieldwork coordinator needs to know.

Tardies: Please be sure to gauge how long it will take to get to fieldwork on time, which is at least 5 minutes before your start time. This includes time to park and walk to your work area. If something unexpected happens (accident on the freeway, for example) please notify your instructor as soon as possible. Notify (by text or phone call) the academic fieldwork coordinator when safe to do so. Arriving late should not be routine. Ongoing occurrences of late arrivals will reflect poorly on your professional behavior score on the AOTA Fieldwork Performance Evaluation (FWPE). This also reflects poorly on the OTA program and Grossmont College. Plan accordingly regarding your travel time and traffic patterns to avoid being late, there are very few acceptable excuses.

Section V - Professional Organizations

Occupational Therapy Association of California - (OTAC)

This organization is based in Sacramento, California. The address is 1401 El Camino Ave., Ste. 230, Sacramento, CA 95815. The phone number is: (916) 567-7000 and the FAX number is (916) 567-7001. Students may join OTAC through the website at: www.otaonline.org Joining OTAC and participating in continuing education credits can count toward the fulfillment of community service hours.

American Occupational Therapy Association - (AOTA)

This is the national organization for the profession of Occupational Therapy. The address is: 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. Many resources are available through this organization, including extensive publication department and scholarship information. For more information you may log on to <http://www.aota.org> or call 1-800-SAY AOTA. Joining AOTA and participating in continuing education credits can count toward the fulfillment of community service hours.

National Board for Certification in Occupational Therapy (NBCOT)

Students who have successfully completed all the requirements of course work and fieldwork are eligible to sit for the national certification exam offered by the National Board for Certification in Occupational Therapy (NBCOT). A passing score on the examination and payment of the certification fee entitles you to use the COTA designation. Exam results are sent directly to the student. To practice as a COTA, the student must determine the state licensing requirements of the state he/she intends to work. It is the student's responsibility to research the process, obtain the proper forms and complete it. The OTA Program Director will not fill out any forms for early testing. If a student in this program has been convicted of a misdemeanor or felony crime, he/she is urged to call NBCOT (301-990-7979) for advisement and planning prior to continuing in the program. Go to the website for information regarding early review and code of conduct and e-mail character.review@nbcot.org. For more information, please go to www.nbcot.org

California Board of Occupational Therapy (CBOT)

You must have passed the NBCOT OTA Examination and apply for licensure in the state you wish to practice as an occupational therapy assistant. It is your responsibility to research state licensure laws and NBCOT examination requirements to determine legal requirements to practice as an occupational therapy assistant. California requires passage of the NBCOT OTA Examination and obtaining/maintaining a California OTA state license in order to practice occupational therapy. For California application information, regulations, and legislation go to the CBOT website at <http://www.bot.ca.gov>

The California Board of Occupational Therapy protects the public by screening applicants for licensure to identify potential unsafe practitioners. The law provides for denial of licensure for crimes or acts, which are substantially related to Occupational Therapy practitioner qualifications, functions, or duties. A crime or act meets this criterion if, to a substantial degree, it evidences present or potential unfitness to perform necessary functions in a manner consistent with public health, safety, or welfare. If a student in this program has been convicted of a misdemeanor or felony crime, he/she is urged to call the CBOT (916 -322-3394) for advisement and planning prior to continuing in the program.

Accreditation Council for Occupational Therapy Education (ACOTE)

The Occupational Therapy Assistant Program is accredited by ACOTE at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814 Ph: 301-652-2682 FAX: 301-652-7711 Accreditation allows graduates who have completed the Associate Degree program to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT).

Grossmont College is accredited by the Western Association of Schools and Colleges and is a member of the American Association of Community Colleges, the Community College League of California, and the National Commission on Accrediting. Appropriate courses are fully accepted on transfer by the University of California, the California State College system, and by private four-year colleges and universities.

Section VI – College Resources

Scholarships

The American Occupational Therapy Association (AOTA) and The Occupational Therapy Association of California (OTAC) offer scholarships to qualified student members. Scholarship information is available from the Program Director.

Information on scholarships for occupational therapy students is also available from the American Occupational Therapy Foundation (AOTF). Students need to be in their second year of the OTA program. Visit [AOTF](#) or call (301) 652-2682.

The Carolyn Shushan Scholarship is offered each year. Applications can be obtained through the financial aid office at Grossmont College.

California Foundation for Occupational Therapy (CFOT) offers a yearly OTA Traineeship. www.CFOT.org

Student Services

This includes support for student learning and for students who are struggling. This page links to all resource links.

Work Study

Includes employment opportunities on campus.

Student Affairs

Associated Students of Grossmont College