

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

STUDENT HANDBOOK

Effective May 2022



**OCCUPATIONAL THERAPY:
FUNCTION FOR LIFE**



WELCOME

Occupational Therapy Assistant Student

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**Grossmont College Occupational Therapy Assistant Program
STATEMENT OF UNDERSTANDING**

I, _____, have read and agree to adhere to the policies and procedures set forth in the Effective May 2022 OTA Student Handbook. The OTA Student Handbook is a dynamic document and is subject to change as policies evolve. Students are responsible for knowing the content of the current OTA Student Handbook and adhering to its policies. If an addendum is necessary, students are responsible for any additional policy changes.

In addition:

- 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 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 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 with regards to 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 for 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. *****This includes full vaccination for COVID 19 which includes booster or current facility requirement which can change. This requirement is put in place by the clinical facilities in order for OTA students to attend their clinical site rotations. Most clinical sites do not offer an exemption of any kind to students. Those who are unable to fulfill this requirement will be unable to proceed in 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 any questions regarding the policies in the handbook before signing this form, please make an appointment with the OTA Program Director prior to signing this statement of understanding.*

Student Signature

Date

Print Name

SECTION I: OTA PROGRAM OVERVIEW

EDUCATIONAL PHILOSOPHY GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT

The Grossmont-Cuyamaca Community College District Governing Board believes that a community college should provide experiences that will greatly broaden students' educational opportunities and strengthen society's democratic institutions. Grossmont and Cuyamaca Colleges are committed to provide an education through which students may create rewarding lives, productive for themselves and for society, based on an understanding of the relationship between the past, and the challenges of the present and the future.

The Grossmont Cuyamaca Community College District Governing Board accepts and is committed to the following premises:

- The democratic way of life allows each individual the personal freedom and initiative consistent with his/her responsibilities to other persons.
- Grossmont and Cuyamaca Colleges recognize the value of our diverse and individual needs, interests, and experiences, vary greatly.
- The maximum development of the personal, social, and intellectual qualities of each individual must be encouraged.
- The development and fulfillment of the individual and the development of the community are increasingly interdependent.

An educational environment dedicated to these philosophic premises will produce individuals prepared for life and citizenship in a complex, diverse society and global economy.

MISSION STATEMENTS

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; certificate programs; career education and workforce development.

OTA PROGRAM

To provide a quality educational program that values the uniqueness of all human beings and produces competent and professional entry level occupational therapy assistants that will serve diverse populations and settings in San Diego, the state and the nation. It is also the mission of the OTA Program to encourage students to be life-long learners, provide community service and forge into uncharted areas of practice, to include emerging and nontraditional practice settings, in response to the needs of an ever-changing society.

DEFINITION OF THE PROFESSION OF OCCUPATIONAL THERAPY

Occupational therapy is the art and science of directing an individuals' participation in selected tasks to restore, reinforce, and enhance performance; facilitate learning of those skills and functions essential for adaptation and productivity; diminish or correct pathology; and promote and maintain health. The central agent in OT is the occupation. Occupations are the ordinary and familiar things people do each day. Its fundamental concern is the development and maintenance of the capacity throughout the life span to perform with satisfaction to self and others those tasks and roles essential to productive living.

Occupational therapy provides service to those individuals whose abilities to cope with tasks of living are threatened or impaired by developmental deficits, the aging process, physical injury or illness, or psychological and social disability. Occupational therapy serves a diverse population in a variety of settings such as hospitals and clinics, rehabilitation facilities, long-term care facilities, extended care facilities, sheltered workshops, schools and camps, private homes, and community agencies.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM PHILOSOPHY

The Occupational Therapy Assistant Program at Grossmont College prepares the student for an Associate in Science 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 reflect the program's view of humanity and the teaching/learning process, based on concepts defined by Keilhofner (Conceptual Foundations of Occupational Therapy, 1992) and Reilly (Play as Exploratory Learning, 1976):

- Human beings, as complex systems, function on many different levels and experience and 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 form 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 competence and diversity. Appreciation of the rich mosaic of differences within the community will fuel growth in the profession.

Experiencing community service through the Occupational Therapy Assistant Program is a life changing event. The opportunity to explore feelings and emotions that are inherent in the practice of occupational therapy is experienced. The sense of giving through your own hands without expecting anything in return is integrated into the curriculum.

A multimedia approach to education is utilized when possible in order 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.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM OBJECTIVES

1. Be eligible to sit for the NBCOT examination
2. Value the uniqueness, dignity and rights of the individual
3. Exhibit cultural sensitivity during treatment interactions
4. Demonstrate ability to utilize purposeful activity to facilitate adaptation and mediate dysfunction for all age groups, disabilities and occupational roles
5. Demonstrate ability to provide quality services in a wide variety of practice environments including uncharted emerging and nontraditional areas of practice, to include emerging and nontraditional practice settings.
6. Demonstrate the necessary occupational therapy skills to meet the practice needs of the occupational therapy community
7. Exhibit ability to communicate clearly through various means to patients/clients, family members, peers, administrators and community members to convey education and treatment as indicated
8. Exhibit behaviors consistent with the Occupational Therapy Codes of Ethics and professionalism while representing the profession.
9. Value continuing education, technical advancement, leadership opportunities, career advancement and community service in occupational therapy
10. Advocate and promote the field of occupational therapy

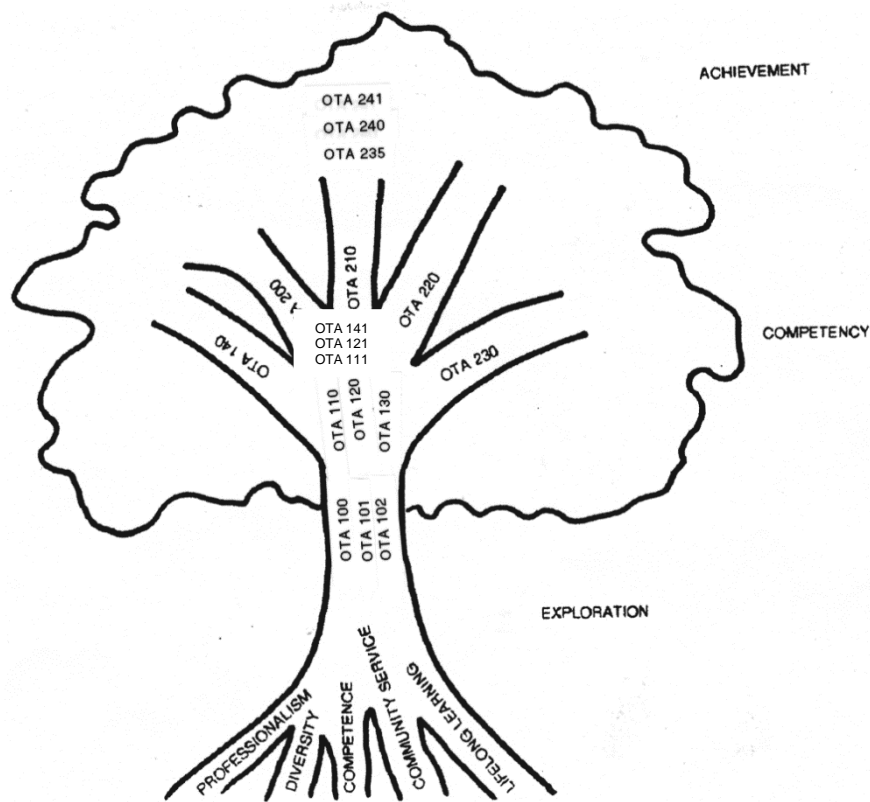
OCCUPATIONAL THERAPY ASSISTANT PROGRAM OUTCOMES/COMPETENCIES

Upon completion of the program, the Grossmont College Associate Degree Occupational Therapy Assistant graduate will:

- Pass the NBCOT examination
- Value the uniqueness, dignity and rights of the individual
- Exhibit cultural sensitivity during treatment interactions
- Demonstrate ability to utilize purposeful activity to facilitate adaptation and mediate dysfunction for all age groups, disabilities and occupational roles
- Demonstrate ability to provide quality services in a wide variety of practice environments including uncharted areas of practice
- Demonstrate the necessary occupational therapy skills to meet the practice needs of the occupational therapy community
- Exhibit behaviors consistent with the Occupational Therapy Codes of Ethics and professionalism while representing the profession.
- Value continuing education, technical advancement. leadership opportunities, career advancement and community service in occupational therapy
- Advocate and promote the field of occupational therapy

CURRICULUM DESIGN

The Occupational Therapy Assistant Program curriculum design incorporates five 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 location of the content within the curiosity levels of learning and adaptation creates the reinforcement of content that builds upon itself. This gradual stacking of concepts from exploration to competency and ending with achievement promotes graduation of professional, competent, diverse and service oriented lifelong learners.



Thread	Courses
Professionalism	OTA 100,110,111,140,141,200,210,220,221,230
Diversity	OTA 100,110,140,200,220
Competence	OTA 101,111,130,140,141,200,210,220,221,230
Community Service	OTA 100,101,110,220,230
Lifelong Learning	OTA 100,140,200,220,230

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 early stages of exploration. The trunk of the tree is made up layers of exploratory learning that supports 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.

EXPLORATION

Exploration 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. Exploration 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 101 - Fundamentals of Activity/Therapeutic Media
- OTA 102 – Rehab Terminology, Diseases and Diagnoses
- OTA 110 – Occupational Skills - Psychosocial
- OTA 111 – Experiential/Simulation I
- OTA 120 - Documentation in Occupational Therapy
- OTA 130 - Dynamics of Human Movement

COMPETENCY

Competency 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 140 - Occupational Skills Development in Pediatric Roles
- OTA 141 – Experiential/Simulation II
- OTA 200 – Introduction to Occupational Skills in Physical Rehab
- OTA 210 - Assistive Technology in Occupational Therapy
- OTA 220 – Advanced Occupational Therapy Skills for Physical Dysfunction
- OTA 221 – Experiential/Simulation III
- OTA 230 - Occupational Therapy Management

ACHIEVEMENT

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 240 – Clinical Practicum IV
- OTA 241 – Clinical Practicum V

GROSSMONT COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS

Associate Degree Major Requirements			Program Prerequisites		Units
NOTE: All courses in the major must be completed with a “C” grade or better.			Biology 144 and Biology 145	Human Anatomy and Physiology I	4
			<i>or</i> Biology 140 and Biology 141	Human Anatomy and Physiology II	4
Subject & Number	Title	Units		Human Anatomy	(5)
Occupational Therapy Assistant 100	Fundamentals of Occupational Therapy	2		Human Physiology	(3)
					8
Occupational Therapy Assistant 101	Fundamentals of Activity/Therapeutic Media	2	General Education Requirements		
Occupational Therapy Assistant 102	Rehab Term, Disease and Diagnoses	2	Communications 120	Elements of Human Communication	3
Occupational Therapy Assistant 110	Occupational Skills - Psychosocial	4	<i>or</i> Communications 122	Oral Communication: Principles of Oral Composition & Delivery	(3)
Occupational Therapy Assistant 111	Experiential/Simulation I	1	English 120	Reading and Composition	3
Occupational Therapy Assistant 120	Documentation in Occupational Therapy	3	<i>or</i> English 124	Advanced Composition: Critical Reasoning and Writing	(3)
Occupational Therapy Assistant 130	Dynamics of Human Movement	4	Exercise Science (select two activity courses)		2
Occupational Therapy Assistant 140	Occupational Skills Development in Pediatric Roles	3	Family Studies 120	Human Development	3
Occupational Therapy Assistant 141	Experiential/Simulation II	1	Quantitative Reasoning (GE AreaA)		3
Occupational Therapy Assistant 200	Intro to Occupational Skills in Physical Rehab	3	Humanities (GE Area C, section 1 or 2)		3
Occupational Therapy Assistant 210	Assistive Technology in Occupational Therapy	3			17
Occupational Therapy Assistant 220	Advanced OT Skills for Physical Dysfunction	3			
Occupational Therapy Assistant 221	Experiential/Simulation III	1			
Occupational Therapy Assistant 230	Occupational Therapy Management	2			
Occupational Therapy Assistant 240	Clinical Practicum IV	6			
Occupational Therapy Assistant 241	Clinical Practicum V	6			
		46			
Associate Degree Major Requirements		46			
Program Prerequisites		8			
General Education Requirements		17			
TOTAL PROGRAM REQUIREMENTS:		<u>71</u>			

OTA ASSOCIATE DEGREE PROGRAM CONTENT AND SEQUENCE

The following information describes course content as sequenced through the six semesters of the program. This is a **suggested sequence** with the Occupational Therapy Assistant core courses offered in evening classes and the general education courses offered days and evenings. The OTA core courses must be taken in the sequence and time frame offered.

PREREQUISITES

All students on waitlist and accepted into the OTA Program will have already met the prerequisite requirement for entrance into the OTA Program. See the following link for detailed prerequisite information: <http://www.grossmont.edu/academics/programs-departments/health-professions/ota/application-process.aspx>

CORE COURSES

Occupational Therapy Assistant core courses range from OTA 100 through OTA 241. A complete description of the core curriculum is included in the Handbook. OTA courses 100-141 are completed during the first year of study and OTA courses 200-241 are completed during the second year of study.

GENERAL EDUCATION COURSES

Students should make an appointment with a counselor in the College Counseling Center to begin their planning early to ensure completion of general education courses to comply with graduation requirements regardless of what degrees you hold. Many General Education (GE) courses are included in the recommended sequence for an Associate in Science in Occupational Therapy Assistant. Prerequisite courses also fulfill a portion of the GE requirements for the A.S. degree. Courses must be completed with a "C" grade or better. It is recommended that students complete the majority of their General Education requirements prior to acceptance in the rigorous OTA Program.

ALL GENERAL EDUCATION AND CORE COURSES MUST BE COMPLETED PRIOR TO GOING ON TO CLINICAL PRACTICUM IV AND V.

RECOMMENDED SEQUENCE (Some GE courses are available during intersession and summer)

Summer Session (First Year)

OTA 102 – Rehab Terminology, Diseases and Diagnoses is a comprehensive course designed to offer students proficiency in the use of terminology utilized in a variety of rehabilitation settings.

Fall Session (First Year)

ENG 120/124-Composition strengthens written communication skills and provides a foundation for documentation and other writing assignments.

FS 120 - Human Development is a foundational course covering developmental tasks throughout the lifespan and is critical to understanding the implications of occupational role for adaptation.

OTA 100 - Fundamentals of Occupational Therapy is an introductory course that covers the history, definition and philosophical base of occupational therapy.

OTA 101-Fundamentals of Activity/Therapeutic Media introduces the student to methods of activity analysis which will be employed throughout succeeding courses that implement purposeful activity as treatment. Arts and crafts procedures are explored and learned as well as adaptations to daily living activities.

OTA 110-Occupational Skills - Psychosocial provides the foundations for understanding the rules of how people operate including communication and group process. Psychiatric occupational therapy models of practice and theory are introduced. The therapeutic use of self, psychiatric conditions and treatment interventions in psychiatric occupational therapy are examined.

OTA 111 – Experiential/Simulation I – acquaints the student with the day to day activities in the clinical setting when caring for individuals with psychosocial issues that interfere with occupations and roles. This experience enables students to apply academic knowledge OT practice and develop an understanding of the needs of clients, setting and staff.

Spring Semester (First Year)

COMM 120/122 - Communication provides an opportunity to practice oral communication skills and acquire further knowledge in communication as preparation for applying these skills in the health care environment.

Exercise Science course choice is a general education requirement that is experiential, encouraging personal awareness through movement with various options.

OTA 120-Documentation in Occupational Therapy teaches basic documentation skills specific to various practice settings and reimbursement systems.

OTA 130-Dynamics of Human Movement analyzes normal movement, anatomy, and body systems for function, and develops basic skills in handling techniques, goniometry and functional muscle testing. Physical dysfunction theory and conditions are introduced.

OTA 140-Occupational Skills Development in Pediatric Roles is the first in a three-part sequence that integrates knowledge from other OTA courses to address specific role function and dysfunction in the child and adolescent. Play as an arena for learning occupational performance components is emphasized. Activity analysis is applied to play behaviors. The family as the treatment environment is included.

OTA 141 – Experiential/Simulation II – includes observing and identifying normal and abnormal developmental behaviors in the pediatric population. This course builds on previous instruction practicum experience and is designed to reinforce and augment understanding of principles and techniques for observing, assessing, planning and implementing occupational therapy treatment sessions with pediatric clients.

Summer Semester (Second Year)

OTA 200-Introduction to Occupational Skills in Physical Rehab is the second course in the sequence to focus on age specific occupational roles. Psychiatric and physical dysfunction conditions are integrated in this course to reduce dualistic ways of thinking about dysfunction. Activity analysis and application is emphasized in relation to the occupational role of homemaker and the world of work through later adulthood.

Fall Semester (Second Year)

OTA 210- Assistive Technology in Occupational Therapy integrates and applies previous knowledge regarding patient treatment and teaches new knowledge of technology for low to high technology utilized in treatment to foster successful occupational role performance.

OTA 220-Advanced Occupational Therapy Skills for Physical Dysfunction is the third course in the sequence that focuses on occupational therapy through the lifespan and focuses on treatment techniques and adaptations to assist individuals with physical dysfunction in various settings through later adulthood.

OTA 221 – Experiential/Simulation III provides a continuation of clinical practicum with a focus on treatment planning, safety precautions, contraindications and documentation in OTA program affiliated adult and geriatric rehabilitation settings.

OTA 230-Occupational Therapy Management instructs the student in operations of an occupational therapy department.

Humanities course choice (ASL course recommended) satisfies the general education requirements for the College and incorporates a liberal arts background into the curriculum.

Quantitative Reasoning course choice satisfies a general education requirement.

Exercise Science course choice is a general education requirement that is experiential, encouraging personal awareness through movement with various options.

Spring Semester (Second Year)

OTA 240 & 241-Clinical Practicum IV and V presents the opportunity to synthesize learning as the student completes their two 10-week rotations in clinical practice. **All general education and core courses must be satisfactorily completed with a “C” or better to enroll in OTA 240 and 241. (See counseling section for details of requirements)**

IT IS STRONGLY RECOMMENDED THAT STUDENTS DO NOT HOLD A JOB WHILE COMPLETING THEIR CLINICAL PRACTICUM IV AND V REQUIREMENTS.

BRIEF DESCRIPTION OF OTA CORE COURSES – Full description in Grossmont College Catalog

OTA 100 FUNDAMENTALS OF OCCUPATIONAL THERAPY

The philosophical base, definition and history of occupational therapy are examined. Through a historical approach, frames of reference and models of practice within the profession are reviewed. Occupation as a health determinant is emphasized. The meaning of professionalism is examined. A broad range of practice areas is investigated. Various systems and service models are described. Ethics of the profession and standards of practice are examined and applied to practice situations. Legislation and legal issues affecting the profession are reviewed.

OTA 101 FUNDAMENTALS OF ACTIVITY/THERAPEUTIC MEDIA

Through experimental learning, students will explore and develop skills in performing processes required in minor crafts, gross motor activities, games and simple work tasks. The focus on OT in daily life activities is reviewed. Emphasis is on activity analysis and adaptation from the perspective of work and play/leisure tasks throughout the lifespan, and addresses physical, psychosocial and cognitive needs. Safety in the use of therapeutic activities is emphasized. Students will learn to teach techniques in applying therapeutic media to a group.

OTA 102 REHABILITATION TERMINOLOGY, DISEASES AND DIAGNOSES

Comprehensive course covering terminology utilized in a variety of rehabilitation settings. Basic medical terminology will be incorporated including prefixes, roots and suffixes. This course will include an in depth study of common diseases and diagnoses found in rehabilitation. Occupational therapy databases, sites and resources will be explored via the internet.

OTA 110 OCCUPATIONAL SKILLS - PSYCHOSOCIAL

Interpersonal communication is explored and practiced on many different levels including: didactic communication, group process, teamwork, supervision and collaboration. Occupational Therapy models of practice in psychiatry and psychiatric conditions and treatment approaches are examined. Techniques for intervention are observed and practiced such as: interviewing, clinical observation, documentation, and communication. Group tasks, roles, stages and processes are examined. Level I fieldwork is included in this course.

OTA 111 EXPERIENTIAL/SIMULATION I

Clinical Practicum I is designed to acquaint the student with the day to day activities in the clinical setting when caring for individuals with psychosocial issues that interfere with occupations and roles. This experience enables students to apply academic knowledge to practice and develop an understanding of the needs of clients, setting and staff.

OTA 120 DOCUMENTATION IN OCCUPATIONAL THERAPY

Record keeping for accountability and reimbursement is examined. Emphasis is placed on learning the structure and function of daily note writing. Patient/client evaluation techniques including data gathering, reassessment, treatment recommendations, and treatment termination are presented. Students learn to write behavioral objectives and assist the OT with goal writing. Techniques of quality assurance are introduced. Insurance systems and various methods for documentation are explored. The ethics of documentation are examined. Medical terminology is emphasized. Students will practice documentation for different practice settings (e.g. psychiatry, physical dysfunction).

OTA 130 DYNAMICS OF HUMAN MOVEMENT

The structure and organization of the human body are examined and analyzed in relation to functional movements required for work, play and self-care activities. Occupational therapy theory for treatment the physically disabled is reviewed with special attention to neurological and musculoskeletal systems. Physical conditions typically seen by the occupational therapist are defined and examined. Functional manual muscle testing, goniometry, and sensory perception testing are learned and practiced. Principles of kinesiology are presented in relation to functional mobility, body mechanics, energy conservation and joint protection.

OTA 140 OCCUPATIONAL SKILLS DEVELOPMENT IN PEDIATRIC ROLES

Current knowledge related to the causes, course and prognosis of problems that occur from birth through adolescence will be examined. The principles and theories underlying learning and the developmental process will be reviewed. The OTA's use of play in the development of self-discovery, decision making, and work role skills will be discussed. The role of the OTA in prevention and rehabilitation programs within different types of service facilities will be explored. The role of families, caregivers, teachers and significant others in the treatment process will be discussed. Assessment, program planning and treatment will be defined and performance skills necessary for successful occupational behaviors will be presented. Level I fieldwork is included in this course.

OTA 141 – EXPERIENTIAL/SIMULATION II

A laboratory experience that includes observing and identifying normal and abnormal developmental behaviors in the pediatric population. This course builds on previous instruction practicum experience and is designed to reinforce and augment understanding of principles and techniques for observing, assessing, planning and implementing occupational therapy treatment sessions with pediatric clients.

OTA 200 INTRODUCTION TO OCCUPATIONALSKILLS IN PHYSICAL REHAB

The normal occupational performance in development of adult and geriatric roles is explored. The physical, socioeconomic, environmental factors, lifestyle choices and physical factors that influence adult and geriatric occupational performance in their roles are examined. Exploration of the recovery process, from acute care to rehabilitation for physical and psychosocial conditions, is reviewed. The role of the occupational therapy assistant in prevention and rehabilitation programs is defined. Involvement in assessment, intervention and therapeutic activities that facilitate age appropriate occupational behaviors is practiced. The discharge process and collaboration with other professions and community agencies is included as part of the treatment continuum.

OTA 210 ASSISTIVE TECHNOLOGY IN OCCUPATIONAL THERAPY

The knowledge and application of assistive devices are fundamental in the practice of occupational therapy across diagnostic categories and age groups. This course presents an introduction to a broad range of equipment from “low-technology” to complete “high-technology” devices involving microelectronics. Topics include: adapted equipment for activities of daily living, home modifications, personal mobility and adapted driving, computer accessibility and communication aides. The environments in which assistive technologies are used will be explored including home, school, work, play and recreation.

OTA 220 ADVANCED OCCUPATIONAL THERAPY SKILLS FOR PHYSICAL DYSFUNCTION

This course focuses on treatment techniques and adaptations to assist individuals with physical dysfunction in various settings and the role of the occupational therapy assistant. The course builds on theory, foundation and skills learned in OTA 200 with laboratory activities that allow students to apply screening, assessment, analysis, intervention, implementation, documentation, discharge planning and outcome activities.

OTA 221 EXPERIENTIAL/SIMULATION III

A laboratory course providing a continuation of clinical practicum with a focus on treatment planning, safety precautions, contraindications and documentation in OTA program affiliated adult and geriatric rehabilitation settings.

OTA 230 OCCUPATIONAL THERAPY MANAGEMENT

Explores the operations of an occupational therapy department. This course presents an introduction to basic management issues including: clerical, organizational, fiscal and supervisory components. Topics related to traditional and nontraditional settings where occupational therapy assistants may be employed. Legal and ethical issues are explored. Quality assurance, research and continuing education to support continued professional growth are emphasized. Techniques for developing a resume, participating in an interview and requirements to practice are discussed and practiced. Practice opportunities in community based programs will be explored.

OTA 240 & 241 – CLINICAL PRACTICUM IV AND V

Prior to starting OTA 240 & 241 you must provide evidence that you have completed all OTA core courses and GE courses with a grade “C” or better. (See counseling section for details of the requirements) This experience involves 20 weeks of advanced Fieldwork Level II Experience under the direct supervision of an occupational therapist (OT) or an occupational therapy assistant (OTA) with the student assisting in all phases of practice. The 20 weeks of Fieldwork Level II Experience is offered as two separate 10-week rotations in different practice areas. Canvas interaction and classroom meetings with the academic fieldwork coordinator are required during this experience. Level I fieldwork (clinical practicum 1-3) hours will not count toward OTA 240 or OTA 241.

SECTION II: OTA PROGRAM PROFESSIONAL BEHAVIOR

*****In addition to following the Occupational Therapy Code of Ethics once practicing in the profession, all students are required to abide by the Occupational Therapy Code of Ethics during enrollment in the Grossmont College OTA Program.***

Based on the American Occupational Therapy Association Code of Ethics, students are expected to be civil at all times when on campus, in clinical, or in the community or any time representing the OTA Program. The following are examples of civil behaviors that students are expected to adhere to: 1. Facilitation of an open, respectful and caring environment. 2. Acceptance of the responsibility and accountability for one's own behavior when interacting with patients/families, students, faculty and staff. 3. Protection and respect of the rights and property of others. 4. Speaking and/or behaving in a manner that does not disrupt or interfere with the learning or work of others. 5. Practicing personal and academic integrity. 6. Demonstrating respect for others by actively discouraging discriminatory conduct, gossip, bigotry, violence, coercion or intimidation against any patient/family, student, faculty, staff member. 7. Empowering faculty to resolve conflict when necessary. A report of student misconduct or infringement with regard to civility/incivility behaviors and/or the College Student Code of Conduct may lead to dismissal from Grossmont College OTA Program.

Occupational Therapy Code of Ethics (2015)

Preamble: The 2015 Occupational Therapy Code of Ethics (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analysis of the complex dynamics of situations, weighing of consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees,

ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

Core Values: The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. Altruism involves demonstrating concern for the welfare of others. Equality refers to treating all people impartially and free of bias. Freedom and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. Justice expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and Dignity of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (Truth). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (Prudence).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

Principles and Standards of Conduct: The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

Beneficence

Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

Beneficence includes all forms of action intended to benefit other persons. The term beneficence connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).

Related Standards of Conduct

Occupational therapy personnel shall

- A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.
- B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.
- C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.
- D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.
- E. Provide occupational therapy services, including education and training, that are within each practitioner's level of competence and scope of practice.

- F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.
- G. Maintain competency by ongoing participation in education relevant to one's practice area.
- H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.
- I. Refer to other providers when indicated by the needs of the client.
- J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

Nonmaleficence

Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.

Nonmaleficence "obligates us to abstain from causing harm to others" (Beauchamp & Childress, 2013, p. 150). The Principle of Nonmaleficence also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of due care "requires that the goals pursued justify the risks that must be imposed to achieve those goals" (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.
- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.
- C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.
- E. Address impaired practice and when necessary report to the appropriate authorities.
- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.
- G. Avoid engaging in sexual activity with a recipient of service, including the client's family or significant other, student, research participant, or employee, while a professional relationship exists.
- H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one's own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

Autonomy

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

The Principle of Autonomy expresses the concept that practitioners have a duty to treat the client according to the client's desires, within the bounds of accepted standards of care, and to protect the client's confidential information. Often, respect for Autonomy is referred to as the self-determination principle. However, respecting a

person's autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person's right "to hold views, to make choices, and to take actions based on [his or her] values and beliefs" (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Respect and honor the expressed wishes of recipients of service.
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision making.
- E. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
- G. Respect a research participant's right to withdraw from a research study without penalty.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act).
- I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.
- J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

Justice

Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

The Principle of Justice relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Assist those in need of occupational therapy services to secure access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.

- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
- G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
- H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.
- K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
- L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.
- M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.
- N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.
- O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

Veracity

Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of Veracity refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.
- D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.
- E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.

- F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).
- I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.
- J. Maintain privacy and truthfulness when utilizing telecommunication in delivery of occupational therapy services.

Fidelity

Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

The Principle of Fidelity comes from the Latin root *fidelis*, meaning loyal. Fidelity refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client's reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.
- C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
- D. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.
- E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
- F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
- G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
- H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
- I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.
- J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.
- K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions.
- L. Refrain from actions that reduce the public's trust in occupational therapy.

M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

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Ethics Commission (EC)

Yvette Hachtel, JD, OTR/L, EC Chair (2013–2014)
Lea Cheyney Brandt, OTD, MA, OTR/L, EC Chair (2014–2015)
Ann Moodey Ashe, MHS, OTR/L (2011–2014)
Joanne Estes, PhD, OTR/L (2012–2015)
Loretta Jean Foster, MS, COTA/L (2011–2014)
Wayne L. Winistorfer, MPA, OTR (2014–2017)
Linda Scheirton, PhD, RDH (2012–2015)
Kate Payne, JD, RN (2013–2014)
Margaret R. Moon, MD, MPH, FAAP (2014–2016)
Kimberly S. Erler, MS, OTR/L (2014–2017)
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Adopted by the Representative Assembly 2015AprilC3.

Note. This document replaces the 2010 document Occupational Therapy Code of Ethics and Ethics Standards (2010), previously published and copyrighted in 2010 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 64, S17– S26. <http://dx.doi.org/10.5014/ajot.2010.64S17>

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STUDENT CONDUCT

The College's "Student Code of Conduct", "Drug Free Environment", "Alcohol Policy", "Smoking Policy" will be observed at all times while enrolled in Grossmont College OTA Program Associate Degree courses whether they are located on campus or at a clinical site.

Medical Marijuana Policy: Zero tolerance as it is a federal crime.

- **Most clinical health facilities will not accept students using medical marijuana for clinical rotations. Inasmuch as clinical rotations are required for all students, Grossmont College is unable to accept students into the OTA Program who are currently using or plan to use marijuana, including medical marijuana, during their enrollment in the OTA Program.**

These policies can be found on the following links:

<http://www.grossmont.edu/campus-life/student-affairs/student-complaints-and-due-process.aspx>

<http://grossmont.edu/current-students/smoking-policy.aspx>

<http://www.grossmont.edu/college-info/consumer-information/health--safety.aspx>

**GROSSMONT COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM
PROFESSIONAL BEHAVIOR EVALUATION GUIDELINES**

(Adapted from Dominican University of California Department of Occupational Therapy, 2/07)

It is the policy of Grossmont College OTA Program to hold students to a professional behavior standard. We believe that this process will assist the student in developing their professional behaviors and enable them to succeed as OTA students throughout the program and as future health care professionals.

- Each instructor will utilize the criteria on the Professional Behavior Evaluation Guide when assessing student issues.
- If an instructor feels a student has an area of weakness in professional behavior, the instructor will meet with the student and/or communicate concerns via e-mail.
- See Student and Faculty Advisement section for additional information.

GROSSMONT COLLEGE OTA DEPARTMENT PROFESSIONAL BEHAVIOR EVALUATION GUIDE

PROFESSIONAL BEHAVIOR	EXCEEDS STANDARD	MEETS STANDARD	NEEDS IMPROVEMENT	
1. Time Management and Organization: Student is on time, attends each class and lab, is mindful of due dates and can prioritize workload and life. Consistently prepared and organized for class, meetings, fieldwork, guest speakers, fieldtrips and labs.				
2. Respect, Cooperation, Emotional Maturity: Respects faculty, peers and other professionals, able to determine proper steps to solve problems, and participates in class and program. Able to be mature and positive when interacting with others. Makes needs known and seeks assistance appropriately.				
3. Oral and Written Communication: Understands there are many forms of communication. Exhibits the body language and nuances of communication that are professional. Student is able to utilize written and oral communication to meet classroom, college and professional needs including correct grammar, vocabulary, body language and tone. Failure to communicate clearly impacts a safe work environment and safe patient care.				
4. Motivation and Initiation: Participates fully in the learning of OT by looking at resources outside of the classroom as well as inside the classroom. Takes responsibility for own academic and professional growth. Demonstrates intellectual curiosity.				
5. Feedback: Able to give appropriate and insightful feedback to peers to promote professional growth; able to receive and use constructive feedback from faculty and peers to promote professional growth. Modifies behavior as needed.				
6. Academic Honesty and Professional Ethics: Adheres to Grossmont College's Code of student conduct and AOTA's Code of Ethics. Displays honesty and integrity in all matters. (Includes no Cheating, plagiarism, falsification/fabrication, and intentional deception)				
7. Responsibility and Reliability: Demonstrates leadership and commitment to team including reliability for task completion.				
8. Professional Demeanor: Represents Grossmont College and the profession of occupational therapy in a positive manner wearing appropriate attire and demonstrating appropriate behavior.				
9. Safety: Demonstrates concern for safety in labs, scenarios and classroom work. Follows safety precautions set forth throughout program.				
10. Other Professional Behaviors of Concern: (Specify)				

SECTION III: OTA PROGRAM PAPERWORK REQUIREMENTS

OTA STUDENT CHECKLIST

THE OTA HEALTH SPECIALIST WILL SEND OUT A REQUEST FOR STUDENT CHECKLIST INFORMATION.....BELOW IS A SAMPLE OF THE ITEMS THAT HAVE TRADITIONALLY BEEN NEEDED:

_____ Copy of this OTA File Student Checklist as a cover sheet with the items below in the same order

_____ Copy of e-mail receipt for Background Check order through American Databank – incl. Drug Screen (MUST BE DATED ____ for background check) TURN IN E-MAIL THAT SAYS
SUBJECT: PAYMENT CONFIRMATION

_____ Annual Photocopy of Malpractice Insurance Certificate – HPSO

_____ Photocopy of OTA Program approved CPR Card (only American Heart Association CPR Card for Healthcare Providers) NO OTHER CARD IS ACCEPTED FOR CPR.

_____ Annual TB/PPD test for Tuberculosis

_____ Annual Physical Examination Clearance Form - if doctor determines your hearing is within normal range, a hearing test will not be necessary.

_____ Consent Form for Release of Medical Records – read and sign

_____ Copy of your Health Insurance Card if applicable (optional) – update as needed

OTA STUDENT CHECKLIST

THE OTA HEALTH SPECIALIST WILL SEND OUT A REQUEST FOR THE SECOND YEAR STUDENT CHECKLIST. BELOW IS A SAMPLE OF WHAT IT TRADITIONALLY LOOKS LIKE:

2nd Year – 1st Semester – Due in OTA Office prior to expiration of your first year paperwork.

- _____ 2nd Essential Functions Skills Form – read and sign
- _____ 2ND Annual TB renewal (prior to expiration of first year TB test)
- _____ **2nd Background Check and Drug Screen dated during the month of December of year 2**
- _____ 2nd Annual physical examination form
- _____ 2nd Photocopy of updated Malpractice Insurance Certificate – HPSO
- _____ 2nd UCSD HIPAA MODULE CERTIFICATE
- _____ 2nd STANDARD PRECAUTIONS CERTIFICATE
- _____ 2nd STUDENT HANDBOOK STATEMENT OF UNDERSTANDING

NEW INCOMING OTA STUDENTS MUST SUBMIT THE FOLLOWING **8** ITEMS. **FAILURE TO COMPLY WITH THE DATES ON THE OTA STUDENT CHECKLIST WILL RESULT IN REMOVAL FROM THE OTA PROGRAM. – REQUIREMENTS ARE SUBJECT TO CHANGE BASED ON CLINICAL REQUIREMENTS BY SITES AND/OR STATE REQUIREMENTS.**

****ANY STUDENT WHO ATTENDS CLINICAL WITHOUT CURRENT IMMUNIZATIONS, PHYSICAL, CPR, BACKGROUND/DRUG SCREEN, AND TB TESTING MAY BE DISMISSED FROM THE PROGRAM** KEEP THEM CURRENT!!!!**

1. OTA FILE STUDENT CHECKLIST – See previous pages

2. BACKGROUND CHECK/DRUG SCREEN: - Provide e-mail receipt from ADB

Begin the application for the background check **_____** This ensures that your background check **and drug screen is complete by the final submittal date of _____**. Your second year background check and drug screen must be dated during the month of December of your second year. **PERSONS ON PROBATION ARE NOT ELIGIBLE TO APPLY OR BE ACCEPTED INTO THE OTA PROGRAM. STUDENTS PLACED ON PROBATION DURING THE PROGRAM MUST EXIT FROM THE PROGRAM. A FLAG ON BACKGROUND CHECK/DRUG SCREEN WILL INTERFERE WITH CLINICAL PLACEMENTS WHICH ARE REQUIRED AND MAY INFLUENCE ELIGIBILITY FOR LICENSURE AND/OR NBCOT TESTING, AND/OR EMPLOYMENT. ***Even if you have passed a prior background check, LiveScan often shows additional items from the past including expunged issues. Graduates are sometimes surprised that they are having difficulty obtaining employment due to not clearing a LiveScan for employment after clearing all the background requirements for the program clinicals, NBCOT testing, and CBOT licensing.*****

Ordering Process:

1. Please visit the website www.sdnahcbackground.com
2. To order your background check, you must first create an AMS account.

Click on

Create New Account


Save your login information!

Tip!

You can always log back into your account to check status and see results

3. Once you have created your account, you will be taken to a page where you can read the instructions and order a background check. Click on "Click Here to Order Your Background Check"
4. Agree to the terms, select your correct School and Program of Study, then click Continue.
*****GROSSMONT COLLEGE*** Please double check to make sure that is the specific school you click on******
5. Select the appropriate package (SD NURSING CONSORTIUM BACKGROUND CHECK AND DRUG SCREEN approximately \$77.), then click "Continue."
6. Your information will then be automatically input based on what you provided to create your account. Review and change any information if required and click "Continue."
7. Input any past addresses you have lived in the last 7 years.

8. Select a Drug Screen collection location convenient for you and confirm your drug screen registration information, then click "Finish."
9. Confirm your order information, edit if needed and once correct, and click "Continue."
10. Electronically sign the Disclosure & Release Form, with your mouse, consenting to the background check, click "Continue."
10. Review your information and provide payment by credit card or click "Submit Order."

 **Be sure your information is correct. It is not possible to make changes to your order after it has been submitted. If your order is submitted with incorrect information you will need to submit another background check with additional fees.**

TURN IN THE E-MAIL THAT SAYS SUBJECT: PAYMENT CONFIRMATION

Drug Screening Next Steps:

- After placing your order, **check your email** for your drug screen registration form and instructions. Be sure to bring your form and Photo Id to the appointment.
 - **(3 days for Grossmont College Health Professions)**
- You MUST complete your drug screening within ~~30~~-days of ordering. If you do not get your drug screening done within 30 days **(3 days for Grossmont College)**, **YOU WILL BE REQUIRED TO ORDER AND PAY FOR A NEW DRUG SCREENING.**
- **IMPORTANT:** DO NOT drink more than 8 ozs of fluid in the 2 hours prior to giving a urine sample. An abundance of fluid will result in a "dilute" reading, which constitutes a "flagged" situation. It will keep you from attending clinical and requires immediate re-payment and re-testing.
- At the facility, if you are not able produce a urine sample when requested, call ADB at 1-800-200-0853 on how to proceed.
- **A positive drug screen of illegal substances and/or controlled substances without a prescription will result in dismissal from the OTA Program.**

*****STUDENTS WHO ARE ON REHABILITATION FOR ANY VIOLATION THAT INCLUDES ACTIVE PROBATION, A PENDING CRIMINAL CHARGES/CONVICTION OF FELONY OR MISDEMEANOR (OTHER THAN A MINOR TRAFFICE OFFENSE), OR ENTRY INTO A DIVERSION PROGRAM FOR A CLINICAL OFFENSE WILL BE ASKED TO WITHDRAW FROM THE PROGRAM.*****

***** If a background check and/or drug screen is "flagged" and the facility does not clear a student to be at the site, one additional attempt will be made to secure a clinical placement. If a second placement is not secured, the student will be unable to complete the clinical component of the OTA Program. This may occur at any point in the OTA Program, including during the final semester. As a result, the student will be dismissed from the OTA Program at the time the decision is made by the clinical facility. There are no written criteria for which flagged results will result in the denial of clinical placement by a clinical facility. The decision is made on a case-by-case basis.*****



Please contact American DataBank at

American DataBank 1-800-200-0853 or support@americandatabank.com with any questions.

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Occupational Therapy Assistant Program

After ordering the American Databank background check, the drug screen must be completed within 3 days in order to be valid. You have been given specific dates below to begin the process of ordering the background check and a deadline date to have the background check and drug screen completed for entrance into the program.

The background check and drug screen should not be started prior to the first day indicated above. Students may be asked to complete another one and pay an additional fee if it is started earlier than the date indicated. The 30 day deadline indicated on the ADB ordering process form does not apply to new incoming students; students must complete the drug screen within 3 days of ordering.

3. MALPRACTICE INSURANCE – Provide actual certificate

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.hpso.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 June 3 of two years from when you started 11. Complete online application.....

4. CPR CARD - Provide copy of both sides of card

- go to www.heart.org click on CPR - click on find a course – click on find a class up top....(BLS Provider).

Students are required to have a current American Heart Association (AHA) Basic Life Support (BLS) for Health Care Providers card (BLS Provider) 2 year

- No other organization cards will be accepted.
- Students are required to maintain current CPR certification while in the OTA Program.
- Students cannot attend nor practice in the clinical setting without a current American Heart Association BLS Providers card on file at all times.
- Online CPR classes are acceptable if the course has an online portion and a skills validation portion at an authorized American Heart Association Training Center.

5. TB CLEARANCE REQUIREMENTS <https://www.grossmont.edu/academics/programs-departments/health-professions/ota/student-forms.aspx>

Upon acceptance into any Health Professions program, documentation of TB clearance is required.

1) INITIAL TB CLEARANCE

- a) If you have **never had a TB test or if it has been over 12 months since receiving your last negative TB test**, you have two options for initial TB clearance. TB clearance is required even if you have had prior BCG inoculation.
 1. A baseline "Two-Step" TB skin test (PPD) - The dates "tested" and "read" with results reported in "mm" induration must be included for all skin tests. A two-step series will take a minimum of 9 days to complete from the step-one "test" date to the step-two "read" date **or**,
 2. A blood test for TB (Interferon-Gamma Release Assay –IGRA) (e.g. QuantiFERON-TB Gold). This blood test takes the place of a 2-step TB skin test.
- b) If your initial TB test is positive, refer to section #3 POSITIVE TB TEST below on how to address a positive test.

2) ANNUAL TB CLEARANCE

- a) If you have **received a TB skin test within the last 12 months**, you have two options for annual TB testing.
 1. One TB skin test done **PRIOR** to the expiration of the previous TB skin test (2 TB skin tests within 364 days). If the interval between the testing is *greater than 364 days*, the two-step series must be repeated. **or**,
 2. A blood test for TB (Interferon-Gamma Release Assay (IGRA) test, e.g. QuantiFERON-TB Gold). This test will take the place of the annual TB skin test.

3) POSITIVE TB TEST

- a) If you have **previously tested positive on a TB PPD skin test**, you must provide the following three items:
 1. The positive TB skin test report, with the induration measured in "mm". If you cannot provide a test indicating previous positive results, a baseline skin test must be done.
 2. Copy of the clear chest x-ray report to exclude a diagnosis of TB disease. Once you are admitted to any Health Professions program, you may be required to repeat the chest x-ray prior to specific clinical rotations.
 3. TB Questionnaire. This TB Questionnaire must be done annually (attached in this document).
- b) If a TB skin test converts from negative to positive, students may not be on campus or attend class or clinical until submitting a negative chest x-ray report, completing a TB questionnaire, and following up with the Grossmont College Student Health Services office to be cleared to be on campus.
- c) Medical evaluation for possible treatment of Latent Tuberculosis Infection (LTBI) is recommended for those individuals with a recent conversion to a positive TB test.

TB Forms available at: <http://www.grossmont.edu/academics/programs-departments/health-professions/ota/student-forms.aspx>

6. PHYSICAL/MEDICAL EXAMINATION

Participation in the program requires that the student meets the standard physical requirements listed in this manual and a physical examination form must be completed **YEARLY**. If your physician determines your hearing is within normal range, a hearing test is not required. It is the student's responsibility to inform the OTA Program of any limitations based on the OTA Essential Skills prior to the start of the program. Student forms are located on the OTA Website at <http://www.grossmont.edu/academics/programs-departments/health-professions/ota/student-forms.aspx>

7. Consent Form for Release of Medical Records <http://www.grossmont.edu/academics/programs-departments/health-professions/ota/student-forms.aspx>

8. Proof of Health Insurance:

Proof of student health insurance must be turned in to OTA Program

Many clinical sites require proof of student health insurance for placement and failure to provide this to the OTA Program may result in inability to place student in available fieldwork sites. If a site refuses to take you due to lack of health insurance, one additional attempt will be made for a placement.

9. The flu shot is seasonal and is mandatory. Many sites will not accept a flu shot waiver – you will be notified of dates and deadline.

ALL STUDENTS MUST CLEAR ALL THE PAPERWORK REQUIREMENTS OF THE OTA PROGRAM IN ORDER TO GO TO A FIELDWORK SITE WHILE IN THE PROGRAM. NO LAPSE IN PAPERWORK REQUIREMENTS IS ALLOWED. FAILURE TO KEEP PAPERWORK REQUIREMENTS CURRENT MAY RESULT IN REMOVAL FROM THE OTA PROGRAM.

If a clinical site refuses a student due to waivers, background checks/drug screens, accommodations or physical examination issues, the OTA Program will make one additional attempt to secure an alternate placement for the student based on site availability. Sites are secured well in advance of the semester they are held. Clinical experiences are necessary to graduate. The clinical site has the final word on all clinical placements. The inability to be placed in a clinical rotation would result in the student's inability to meet course objectives and to complete the OTA Program.

Essential Functions of the Occupational Therapy Assistant Student:

The following describes core skills and activities essential to the practice of occupational therapy. Some examples are listed for the standard but are not limited to those listed. These skills have been identified as core skills and activities the student occupational therapy assistants in the Grossmont College OTA Program are required to perform, with or without reasonable and appropriate accommodations.

- New students must submit the Essential Functions verification form (included in the “new student requirements packet”) after acceptance into the OTA Program and prior to the orientation day.
- Students needing accommodations must make an appointment with the Accessibility Resource Center (ARC) to develop a plan. Students may contact ARC in person in Griffin Center (building 60 room 120) or by phone at 619-644-7112. The faculty will work with the student and the ARC office to provide reasonable accommodations as deemed necessary by ARC once they are given the appropriate paperwork for the needed accommodations.
- In the event that a student currently in the OTA Program becomes unable to perform core skills/activities and needs accommodations, the same process for completing the essential functions form must be followed.

Functional Ability	Core Performance Standard
Gross Motor Skills	<ul style="list-style-type: none"> • Move within confined space • Sit and maintain balance • Stand and maintain balance • Reach above shoulders (ROM/strengthening exercise programs) • Reach below waist (ADL/IADL activity instruction)
Fine Motor Skills	<ul style="list-style-type: none"> • Pick up objects with both hands • Grasp small objects with both hands • Write with pen or pencil • Key/type (use a computer) • Pinch/pick or otherwise work with fingers (interventions in fine motor activities and ADLs/IADLs) of both hands • Twist (turn knobs) with both hands • Squeeze with fingers with both hands (w/c modification, ADLs/IADLs instruction)
Physical Endurance	<ul style="list-style-type: none"> • Stand (at client's side during treatment) • Sustain repetitive movement (CPR) • Maintain physical tolerance (work entire shift)
Physical Strength	<ul style="list-style-type: none"> • Push and pull over 50 pounds (transfer clients) • Support over 50 pounds of weight (transfer/ambulate client) • Lift over 50 pounds (transfer client) • Move light objects up to 10 pounds • Move heavy objects weighing from 10 to 50 pounds • Defend self against combative client • Carry equipment/supplies • Use upper body strength (CPR, restrain a client) • Squeeze with both hands (fire extinguisher)
Mobility	<ul style="list-style-type: none"> • Twist • Bend • Stoop/squat • Move quickly • Climb (ladder, stools, stairs) • Walk
Visual	<ul style="list-style-type: none"> • See objects up to 20 inches away • See objects more than 20 feet away • Use depth perception • Use peripheral vision • Distinguish color • Distinguish color intensity
Tactile	<ul style="list-style-type: none"> • Feel vibrations (pulses) • Detect temperature • Feel differences in surface characteristics (skin turgor) • Feel differences in sizes, shapes (palpate vein) • Detect environmental temperature

Auditory	<ul style="list-style-type: none"> • Hear normal speaking level sound • Hear faint voices • Hear faint body sounds (BP) • Hear in situations not able to see lips (when using masks) • Hear sound alarms • Hear and understand verbal instructions/cues and respond timely (physician or other health care professional instructions)
Verbal	<ul style="list-style-type: none"> • Ability to communicate in a clear and concise manner during daily duties and emergency situations. (Daily duties include patient and family education training, instructions to nursing staff regarding patient level of function, presenting case information at interdisciplinary meeting or family meeting. Emergency situation includes conveying important patient information to response team.)
Emotional Stability	<ul style="list-style-type: none"> • Establish therapeutic boundaries • Provide client with emotional support • Adapt to changing environment/stress • Deal with unexpected (crisis) • Focus attention on task (tx sessions and document with distractions) • Monitor own emotions (do not let your own life issues become involved in OTAS role) • Perform multiple responsibilities concurrently (always see everything going on yet concentrate on multiple tasks at hand during treatments and documentation) • Handle strong emotions (grief)
Analytical Thinking Skills	<ul style="list-style-type: none"> • Transfer knowledge from one situation to another • Process information • Evaluate outcomes • Problem solve • Prioritize tasks • Use long term memory • Use short term memory
Critical Thinking Skills	<ul style="list-style-type: none"> • Identify cause and effect relationships • Plan/control activities for others • Synthesize knowledge and skills • Sequence information
Interpersonal Skills	<ul style="list-style-type: none"> • Negotiate interpersonal conflict • Respect differences in clients • Establish rapport with clients • Establish rapport with co-workers
Communication Skills	<ul style="list-style-type: none"> • The ability to communicate clearly both verbally and in writing.

Accommodations for Students with Disabilities:

Grossmont College is committed to establishing and maintaining a learning environment that is supportive of diverse perspectives as a foundation in the education of all students. The OTA Program challenges diverse students to develop sound clinical judgment and reasoning skills in a trusting and caring learning environment that fosters personal growth. To this extent, students with disabilities are encouraged to make an appointment with the counselors at the Accessibility Resources Center (ARC) and to take advantage of all resources on campus to help them be successful.

SECTION 504:

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" (US Department of Education, <https://www2.ed.gov/about/offices/list/ocr/504faq.html>).

- Students with documented accommodations from Grossmont College ARC offices will be provided reasonable accommodations as deemed necessary to assist the students in their learning.
- Any student who has been assessed by ARC and received recommendations for accommodations related to their academic or clinical performance requirements should contact the faculty of record to discuss any concerns and plans for reasonable accommodations.
- Students should not expect to receive any form of accommodation without documented recommendations for accommodation from Grossmont College ARC offices.
 - Students who have been assessed by ARC and given recommendations for accommodations to record lectures in the academic setting, will be asked to sign a waiver by the counselor in ARC. After verification of students' signatures is obtained, students will be permitted to record the lecture class.
- In some classes, faculty may opt to use voice over PowerPoint, or pre-recorded lectures which will be used in lieu of the student recording the class.
- All mandates of the waiver will be followed, and in the event that any one of the mandates of the waiver are violated, this may be cause for dismissal from the program

TESTING: Accommodation testing is to be arranged at the testing center for the same time the instructor holds the exam in the classroom. Students are responsible for course content that is covered in class during the extended testing time utilized. If a student is able to take the exam just prior to the start of class so that they complete the exam after the students arrive for the test in the classroom, that would be acceptable but not required.

Students who may need accommodations in any class must follow the process on the *Essential Functions form* posted on the OTA website under student forms, developing a plan in conjunction with Accessibility Resource Center (ARC). Students may contact ARC in person in Griffin Center or by phone at (619) 644-7119 (TTY for deaf). The faculty will work with the student and the ARC office to provide **reasonable accommodations as deemed necessary by ARC**. <http://www.grossmont.edu/arc>

It is the student's responsibility to complete this process and notify instructors of accommodations. Students enrolled in the OTA Program are expected to meet the OTA Essential Function Skills Standards. Many courses in the OTA Program test on clinical skills that include but not limited to efficient use of time, accurate documentation, accurate presentation of data, ability to follow verbal directives accurately and efficient logical decision making activities.

Students are expected to meet all of the clinical objectives and requirements of the program. Students wishing accommodations in clinical sites will be required to provide written authorization to release accommodation requirements to the clinical site for consideration. If a clinical site refuses a student due to waivers, legal issues or physical examination issues, the OTA Program will make one additional attempt to secure an

alternate placement for the student based on site availability. Sites are secured well in advance of the semester they are held. Clinical experiences are necessary to graduate. The clinical site has the final word on all clinical placements.

The student must realize that an academic accommodation may not be the same as a workplace accommodation. Workplace accommodation information can be found at: <http://askjan.org/> and <http://www.dor.ca.gov/DisabilityAccessInfo/>

Contact NBCOT at the following website for accommodation options for the national examination: <http://www.nbcot.org/testing-accommodations>

SECTION IV: ACADEMIC POLICIES OF GROSSMONT COLLEGE AND THE OTA PROGRAM

ACADEMIC INTEGRITY

Please see: <http://www.grossmont.edu/campus-life/student-affairs/academic-integrity.aspx> for entire academic integrity document.

The profession of Occupational Therapy demands the highest moral and ethical standards. All students at Grossmont College are expected to comply with the institution's high standards of academic integrity and avoid instances of dishonesty at all times. Such acts of dishonesty include cheating, plagiarism, fraud, false citations or data, and the fraudulent use of Internet resources.

Academic fraud includes, but is not limited to, the following situations:

Plagiarism: Using someone else's ideas or work without proper or complete acknowledgement. Plagiarism encompasses many things, and is by far the most common manifestation of academic fraud. For example, copying a passage straight from a book into a paper without quoting or explicitly citing the source is plagiarism. In addition, completely rewording someone else's work or ideas and using it as one's own is also plagiarism. It is very important that students properly acknowledge all ideas, work, and even distinctive wording that are not their own. Students who are unsure of how or when to properly acknowledge sources are encouraged to consult their instructor. **An infraction of plagiarism will result in a zero for the assignment and a behavioral contract.**

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 it was 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.* **An infraction of cheating will result in a zero for the work and placement on behavioral contract.**

Multiple Submission: Use of work previously submitted at this or any other institution to fulfill academic requirements in another class. For example, using a paper from an English 126 Creative Writing class for a Sociology 138 Social Psychology class is academic fraud. Slightly altered work that has been resubmitted is also considered to be fraudulent. With prior permission, some professors may allow students to complete one assignment for two classes. In this case, prior permission from both instructors is absolutely necessary. **A multiple Submission incident will result in dismissal from the OTA Program.**

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. **Falsifying data will result in dismissal from OTA Program.**

False Data: Fabrication or alteration of data to deliberately mislead. For example, changing data to get better experiment results is academic fraud. Instructors and tutors in lab classes will often have strict guidelines for the completion of labs and assignments. Whenever in doubt about what may be considered academic fraud, students should immediately consult with the instructor.

Plagiarism via the Internet: Occurring with more and more frequency, and taking a number of different forms. As should be obvious, purchasing research papers on the Internet and submitting

them as a student's own work constitutes plagiarism. Cutting and pasting from a website without putting the text being used in quotation marks and/or without properly citing the source also constitutes plagiarism. Posting stolen tests online and/or accessing such tests is cheating. Also students should be aware that while many websites provide reliable information, others may not include well-documented research. Students should be sure to check facts using a variety of different types of resources in order to ensure accuracy. **An infraction of plagiarism will result in a zero for the assignment and a behavioral contract.**

Intentional Deception: Submission of false documentation (absence excuse, proof of attendance, volunteer hours, etc.) for falsifying any official college record. A student who misrepresents facts in order to obtain exemptions from course requirements has committed an act of intentional deception and may also be subject to the consequences listed below. It is best for a student to do the work as required in a course or speak to the instructor about circumstances that may cause problems in completing forms correctly or honestly. **Intentional deception will result in dismissal from the OTA Program.**

Students who engage in academic fraud will be subject to authorized penalties at the discretion of the instructor of record in the class. Such penalties may range from a failing grade on an assignment, exam, or project (which may lead to a failing grade in the course), to removal from the OTA Program without an opportunity for re-entry under the OTA Re-entry Policy and under the OTA Professional Behavior Policy.

It is worthwhile to note the California Education Code Section 76224(a) states:

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final."

The foregoing language indicates that the instructor has sole and final authority in awarding grades based on his/her determination of the quality of the student's work in the course.

Quiz and test questions are not to be copied in any way or taken from the classroom. To do so will constitute academic fraud and will be subject to the sanctions outlined in the academic integrity policy including a zero on a quiz or exam. **Plagiarism is using the work or thoughts of another person and pretending they are your own without giving the real source credit through the use of "" and reference source for exact words or for paraphrasing giving author and date.* ALWAYS GIVE THE SOURCE OF INFORMATION IN THE OTA PROGRAM*** I WANT TO BE ABLE TO FIND WHERE THE INFORMATION IS FOR FUTURE USE*****

Exam Procedures: The following standardized procedures will be implemented in all OTA Department courses to reduce the incidence of potential cheating on exams and to most closely simulate an NBCOT testing environment.

- Students must be present at scheduled testing times. Exceptional circumstances must be discussed with the course faculty prior to the scheduled testing date.
- Student seating during tests may be assigned so as to minimize opportunities for dishonesty/cheating.
- Privacy screens may be used when tests are administered outside of the computer lab.
- All personal belongings (backpacks, jackets, water bottles, etc.) will be left in the back of the classroom.
- Cell phones will be turned off and placed on top of backpacks. Students may not wear badges, hats, sunglasses, smart watches, or fitbits during the exam. All of these should be placed in the

student's backpack at the back of the room. Students should not have anything in pockets during the exam. Faculty reserves the right to ask students to show pockets are empty and to inspect students' footwear.

- When tests begin, all communication among students will stop.
- Students will monitor their own behavior so as not to arouse any suspicion on the part of the faculty or test monitor.
- Students will be provided with a pencil, scratch paper and calculator by faculty. All items will be returned at the end of the exam.
- Students who need to exit the testing room prior to completion of the exam must request permission of the faculty. Permission may be denied during the first hour of the testing block.
- Students are not permitted to take any belongings or talk with anyone outside of the testing room prior to finishing the exam.
- Once a student completes the exam and exits the testing room they may not re-enter until all students have completed the exam (they may pick up belongings as they exit the testing room).

TECHNOLOGY IN THE OTA PROGRAM

Technology is integrated into the classroom and clinical settings. The faculty use Canvas course management system for all OTA courses. There is a Canvas helpline for the student to utilize outside of class. During the course of the OTA Program, students participate in clinical simulations. In the clinical setting, electronic medical records are used in the majority of facilities. Clinical sites include on orientation to the electronic medical record system at the beginning of each clinical rotation. Students will be exposed to various assistive technology devices, computerized pressure mapping, 3D printing applications, to name a few.

Students must have basic computer skills to be successful in the OTA Program. The OTA Program utilizes Canvas for all courses. There are hybrid courses and online courses included in the OTA Program. Students in the OTA Program will need basic skills in and access to e-mail, the internet, Canvas learning platform, Microsoft Word, Excel, PowerPoint, YouTube, Google Docs as a start. The college does offer an open hours computer lab schedule in the Learning Resource Center and Health Professions Computer Lab. To determine if you are ready for online learning, please click on the following link and go through the tutorials and questionnaire: <http://www.gcccd.edu/online/student/default.html> Step 4 of the tutorial covers Canvas basics. Please click on the Online Resources/Professional Resources tab to the left for additional help.

SOCIAL NETWORKING SITES/E-MAIL/TEXTING/SHARING OF INFORMATION:

The OTA Program at Grossmont Community College recognizes that social networking websites, e-mail and texting are used as a means of communication. Future employers often review these network sites when considering potential candidates for employment. No privatization measure is perfect. Information can "live on" beyond its removal from the original website and continue to circulate in other venues. The choice of your e-mail address represents you as well as the message you have on your cell phone. Texts and e-mails can also be shown to others and are not as private as you might wish.

In your professional role as an OTA student, **DO NOT:**

- Do not present the personal health information of other individuals. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a highly specific medical photograph may still allow the reader to recognize the identity of a specific individual.
- Do not share patient information or experiences with friends or family members.

- Do not post or discuss any classroom or clinical information or experiences regarding faculty, other students, clinical agency and its staff and patients, instructors with use of technology or on any internet social media site . Examples include but are not limited to the following:
 - a. Blogging.
 - b. Microblogging.
 - c. Postcasting/podcasting.
 - d. Social networking.
 - e. Social news sharing.
 - f. Social bookmarking/social tagging.
 - g. Photos/Video hosting.
 - h. Instant messaging.
- Do not present yourself as an official representative or spokesperson for the Grossmont Community College OTA Department.
- Do not take any pictures on site of any clinical facility. This includes individual or group pictures, even if they do not include any patients or identifying clinical information.
- Utilize websites and/or applications in a manner that interferes with your clinical commitments.
- Discuss any information regarding exams or quizzes in an electronic format or in social media.
- E-mail, text, and/or call clinical site or clinical site supervisors or clinical site employees after termination from a clinical experience.
- **Email, text and/or call COMMUNITY GRADERS or COMMUNITY PATIENT ACTORS regarding course content.**

Individuals should make every effort to present themselves in a mature, responsible, and professional manner. Discourse should always be civil and respectful. The actions listed below are strongly discouraged.

- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity or sexual orientation.
- Presentation of information that may be interpreted as condoning irresponsible use of alcohol, substance abuse or sexual promiscuity

ANY VIOLATION OF THIS POLICY WILL RESULT IN PROGRAM DISMISSAL

Therefore, think carefully before you post any information on a website or application. Think when you are deciding on an e-mail address name for yourself, choosing a screen saver photo for yourself and ring tones.

E-MAIL AND COMPUTERS

All students are required to have an e-mail address and computer access throughout enrollment in the OTA Program. Students are required to submit their email addresses and any subsequent changes to the OTA Office and to their instructors. All communications from the OTA Program will only be conducted by e-mail. E-mail changes must also be done in WebConnect/WebAdvisor. Computers are available in the Health Professions Computer Lab and the LRC. No HOTMAIL accounts or YAHOO accounts will be allowed.

- All students are required to have an email address.
- The College can provide a student with an email account if necessary.

- Students are required to submit their email addresses and any subsequent changes to the nursing office and to their instructors.
- All communications from the OTA Program will only be conducted by email and critical information related to the OTA Program is sent via email from the OTA Department on a regular basis.
- Email changes must also be done in WebConnect/Web Advisor (<https://wa.gcccd.edu/>).
- Students are required to obtain a Grossmont College email*, Gmail, or an account from any other provider. Due to difficulties with Hotmail and Yahoo systems, students with Hotmail or Yahoo accounts may not receive communications from the OTA office.
- Students who are currently enrolled in the OTA Program are expected to check their email accounts on a daily basis.
- Clinical site computer codes and records access information are confidential and only to be accessed in your role as OTA student during your clinical affiliation.

ELECTRONIC DEVICES, CELL PHONES, PAGERS AND TAPE RECORDERS

Clinical facility policies on electronic devices will be adhered to by Grossmont College OTA Program students. 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. Electronic devices may include but are not limited to, cameras, IPODs, IPADS, PDAs and cell phones. If your facility utilizes electronic devices for therapy sessions, you are required to adhere to their policies for therapeutic use. ***DO NOT TAKE PICTURES, AUDIO, OR VIDEO OF CLIENTS OR AREAS WHERE CLIENTS MIGHT BE, EVEN IF CLINICAL SITE ALLOWS IT.***

In the classroom and lab areas, cell phones and pagers must be set to "vibrate" mode. If expecting an emergency message, please discuss the issue with the instructor prior to class. Tape recorders or use of devices that have recording capabilities may not be used in class. If you have received a tape recording accommodation, you acknowledge that the tapes/audio files will be used exclusively for private study and will not be shared, published, or sold to others. Students are expected to destroy or delete tapes/audio files at the end of the semester. A violation of this agreement may result in the accommodation to be withdrawn. See ARC Department form titled Accommodation for Audio Recording.

STANDARDS FOR WRITTEN WORK:

WIKIPEDIA is never an acceptable reference. It is written by anyone who wants to write it, submit it, update it at any time. BUT look at it and the references cited on it and then go to the other sites in addition to doing your own search engine search to determine if your sources are reliable and reputable.

The Occupational Therapy Assistant Program requires proper spelling, grammar, and punctuation on **all** written work while in the OTA Program. (Please see OTA Program Director to discuss resources available)

The Occupational Therapy Assistant Program utilizes **American Psychological Association, current edition (APA)** formatting and referencing for all written work.

All written work must list references for any information utilized to complete the assignment.

Quotations must be utilized and referenced in order to give credit to the original author of the work. Information is available in the library on its use. For the purposes of our classes the guidelines we would like you to follow are for "in text" references and for bibliographies and any other in text features such as long quotes or tables if applicable.

Please note: Wikipedia will never be considered an acceptable reference. However, reviewing a Wikipedia entry to get an overall understanding of a topic can be helpful, as can looking at the references cited by the Wikipedia submitters. Then you can research those references yourself to determine if they're reliable and reputable, and therefore appropriate, resources for you to use as references in your paper.

In addition, it is never acceptable to have large amounts of your assignment be paraphrased or quoted unless you were instructed to specifically cut and paste answers to questions from a website or document.

An APA cheat sheet is available from the reference librarian or off the internet at www.library.kent.edu/files/APACheatSheet.pdf. There is a style manual in the ready reference section as well. Look at an AJOT as well to see how they use it. This may help you more than anything! Also, www.apastyle.org is helpful.

Remember: Referencing your work is EXTREMELY important, as plagiarism is a violation of the academic integrity policy. Give credit where it is due!

DO NOT CUT AND PASTE FROM THE INTERNET WITHOUT USING “ “ AND REFERENCES.

OTA ATTENDANCE POLICY

Classroom Policy – **ATTENDANCE, CLASS PARTICIPATION, ASSIGNMENTS:**

1. All students are expected to attend all classes, lectures, labs, and activities.
2. **Tardy** – is coming to class late, leaving class early, or taking unscheduled breaks.
 - A student will be given a warning when a pattern of tardiness is evident.
 - A student who is tardy must e-mail the instructor indicating what strategies they will use to prevent future tardies and indicate whether the tardy was due to an emergency situation.
 - A student who is present but not actively participating in lab and class activities will be considered tardy and possibly absent if a majority of the class activities are not participated in.
 - 2 tardies will count as 1 class absence.
3. **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 situation. If the absence is due to an emergent situation, documentation must be provided to the OTA Office prior to the return to class. Do not send reports of absence via a classmate unless it is an emergent situation and you are required to follow up yourself as soon as able.**
4. Students are responsible for all material covered during time missed from the course. Any class material missed due to absence must be completed by the student at the convenience or discretion of the instructor.
5. **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 or SCENARIO TESTING. THERE IS NO MAKE UP FOR QUIZZES.**
6. If a student leaves a scheduled class due to injury or illness and is referred to see a Healthcare Provider (e.g., an ER, Urgent care or clinic setting), the student must obtain a note clearing the student to return to class without restrictions prior to their return. This note must be written on letterhead or stamped with the facility stamp and signed by a Healthcare Provider.
7. Should the student be dropped for excessive absences, the student will need to schedule an exit interview. **If a student is dropped for excessive absences, this will count as a failed OTA Program attempt and a professional behavior issue with no re-entry option.**
8. 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 work in 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.

Fieldwork Attendance Policy: - The Occupational Therapy Assistant Program requires a major commitment of time and energy. This is especially true during the level I and II fieldwork experience.

1. The student must attend **ALL** fieldwork I and II dates at clinical site, on campus and on Canvas.
2. Tardiness, especially habitual tardiness, is a disruption of the educational process therefore **NO** tardies will be allowed during clinical assignments.
3. If absence or tardy is a documented emergency and appropriate make up experiences are available, the student may make arrangements with the OTA instructor for level I and II experiences.
 - a. The onsite clinical instructor and OTA instructor must be notified of absence or tardy.
 - b. All students must call OTA instructor, via assigned method, when you first feel symptoms you believe will lead to an absence or tardy OR get word of an emergency that may lead to an absence or tardy.
 - c. Be mindful that all absences must be documented emergencies and make up cannot be guaranteed.
 - d. Those that are medical will require a physician release to return to school. See medical release form and processes.
4. The OTA Dress Code must be followed. Students may be sent home if infractions of the dress code occur. This will result in an absence. If a fieldwork site has a more stringent policy for attendance, tardies or dress, their policy will supersede the policy stated here. If a facility does not want the student to follow the OTA Dress Code, the facility must e-mail the OTA Program Director with the reasoning for written approval.
5. Students in the OTA Program have specific activities for which they must assume responsibility and maintain a certain degree of flexibility. If caseloads are particularly light, the clinical schedule may be altered. Advance notice of changes in scheduling will be made in the timeliest fashion possible.
6. **It is virtually impossible to fully participate in the OTA Program without the use of an automobile due to the variety of experiences and scheduling required.**
 - a. ***Students are encouraged to plan ahead! Clinicals 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.***
7. **IT IS THE RESPONSIBILITY OF THE STUDENT TO NOTIFY THE CLINICAL INSTRUCTOR and OTA INSTRUCTOR ON HIS/HER ABSENCE.**
8. The OTA Program Director and instructors will evaluate any absence beyond one. Excessive absences may result in a student not meeting the clinical objectives, which in turn constitutes failure of the OTA course and exit procedures to be followed.

PLEASE NOTE: For patient and staff safety, students should not come to clinical when ill. The clinical instructor has an obligation to send the student home and to discuss clinical make-up at a later date. Clinical make-up is not guaranteed however, the instructor will make every attempt to provide clinical make-up.

OTA GRADES AND DISMISSAL POLICY

California Education Code Section 76224 (a) states: "When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be a grade determined by the faculty member(s) of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetence, shall be final."

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 must meet with the course instructor. Final course grades will not be rounded: Ex: 79.8 will be a "C". Students must average a 75% or higher on major examinations, as designated in the course syllabus or via Canvas, combined to pass course.**

- The average will be calculated by adding the percentages earned on each exam and dividing by the total number of the exams.

The scale for letter grades is as follows:

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

Students who fail to complete a core classroom OTA course (one designated "OTA 100-230) with a grade of "C" or better and meet entry level competency on OTA Skills Checklist in the associated course and/or fails to comply with the Professional Behavior Evaluation Guide requirements during the given semester will fail the course, be dropped from the OTA program and the student must complete exit paperwork and turn in to the OTA Program Director according to the instructions.

Withdrawal from an OTA course prior to the end of the semester will count as an attempt and the exit process must be followed.

Students who leave the Program due to academic failure, professional behavior infraction or safety issue will not be eligible for readmission.

Students who leave the OTA Program in good academic, clinical and professional behavior standing may be considered for readmission one time, upon recommendation of the OTA Faculty and passing of all re-entry requirements outlined in the current OTA Student Handbook. Special consideration may be given in extraordinary circumstances and at the discretion of the OTA Faculty and Program Director.

SEE: EXIT INTERVIEW FORM/POLICY & RE-ENTRY FORM/POLICY
SEE: SAFETY, PROFESSIONAL, LEGAL AND ETHICAL INFRACTIONS

Examination Review - Post examination review will be conducted per each course instructor.

- There will be no review of the final examination, as it is considered a secured exam.
- Students who earn 75% or less on an examination must review their exam with faculty.
- Any student no matter what their grade on their examination may review their exam with faculty.
- Students will be permitted to view their examinations (except for the final examination) in the presence of the course faculty one-on-one or in a small group in collaboration with faculty.
- Students who attend post-examination review will leave backpacks, papers and writing utensils, cell phones and tape recorders outside of the post-examination review area.
- Students will view only the questions that were graded as incorrect on their examination.
- Students are encouraged to respectfully ask questions about their responses to the incorrectly answered questions.
- Faculty may stop the post-examination review if any unprofessional behavior is noted during the review and students will be subject to the OTA Professional Behavior Policy (see Professional Behavior Guide).

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 must complete the proper form for an “Incomplete Grade” available in Admissions and Records. The student must submit a plan for completion of the course requirements for review by the instructor. A deadline is set for completion of the course requirements. If the “Incomplete” is not completed within the designated time period, the student is awarded a failing grade for the incomplete course. Please refer to the Grossmont College Catalog for further information on incomplete grades. NOTE: An “Incomplete” cannot be granted as an option when a student is failing the course.

OTA 240 AND OTA 241

For OTA 240 and OTA 241 experiences the student will receive a midterm evaluation from clinical instructor. The purpose of the midterm is for feedback only and is not considered part of the final grade. **The grades on OTA 240 and OTA 241 rotations will be on a pass/no pass basis. In order to receive credit, the student needs to achieve a minimum of 70 points or more on the AOTA Fieldwork Evaluation Form, complete all assignments from clinical educator and fieldwork coordinator, and have no professional behavior or safety complaints noted by the FWE, FWC and PD. The final grade decision remains with the OTA 240/241 instructor who is the instructor of record.**

To ensure continuity of application of academic concepts, all Level II Fieldwork must be completed within 18 months following completion of the core OTA academic preparation. Failure to complete Level II fieldwork within 18 months following completion of the core OTA academic preparation will result in an exit from the program for which re-entry will not be considered.

CLINICAL FAILURE: Failing Grade for Clinical Practicum I through V

Background: The Grossmont College OTA Program and OTA clinical instructors have an academic, legal and ethical responsibility to protect the members of the public and the health care community from unsafe or unprofessional occupational therapy practices. Within this context, a student in the OTA Program may be dismissed from the program for practices that in the judgment of the faculty warrant such action.

A student is subject to a course failure in OTA 111, OTA 141, OTA 221, OTA 240, or 241 despite grade achieved at midterm or final. Grounds for failure of fieldwork may include (but are not limited to) the following:

1. Failure to display stable mental, physical or emotional behaviors which may affect the well-being of others.
2. Violation of professional, legal or ethical conduct (dishonesty, lack of confidentiality, academic fraud etc.)
3. Attempting activities without adequate orientation or theoretical preparation or appropriate supervision.
4. Patient/client placed in actual or potential danger.
5. Student is unprepared to participate in clinical activities and/or lack of verbal and/or psychomotor skills necessary for carrying out safe OT skills.
6. Student demonstrates unprofessional conduct. ****SEE: developing professional behavior through fieldwork section and Professional Behavior Evaluation Guide****
7. Failure to turn in clinical paperwork and/or assignment due on campus by deadline
8. Failure to turn in assignments due at site by deadline
9. Failure to notify college and site supervisor of injury
10. Failure to adhere to the attendance policy, tardy policy and/or dress code policy and/or the OTA Student Handbook
11. Failure to follow through on a required remediation plan
12. Any student who decides to terminate a fieldwork placement on his/her own without notifying and/or meeting with the OTA Program Director or Academic Fieldwork Coordinator will be considered to have voluntarily withdrawn from the program and will be terminated from the program. No program re-entry will be granted. No further fieldwork placement activities will be provided and the student will not graduate.

Any student who decides to terminate a fieldwork placement on his/her own after notifying and/or meeting with the program coordinator or AFWC will be considered to have voluntarily withdrawn from the program and will be terminated from the program. No program re-entry will be granted.

Any student who refuses placement in a planned fieldwork experience will be considered to have voluntarily withdrawn from the program and will be terminated from the program. No program re-entry will be granted. No further fieldwork placement activities will be provided and the student will not graduate.

Students are expected to meet all of the clinical objectives and requirements of the program. Students wishing accommodations in clinical sites will be required to provide written authorization to release accommodation requirements to the clinical site for consideration.

If a clinical site refuses a student due to waivers, background checks/drug screens, accommodations or physical examination issues, the OTA Program will make one additional attempt to secure an alternate placement for the student based on site availability. Sites are secured well in advance of the semester they are held. Clinical experiences are necessary to graduate. The clinical site has the final word on all clinical placements. The inability to be placed in a clinical rotation would result in the student's inability to meet course objectives and to complete the OTA Program.

SEE SAFETY, PROFESSIONAL, LEGAL AND ETHICAL INFRACTIONS

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:

1. 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 the care of patients, such as but not limited to: 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 member's, peer's or instructor's safety. NOTE: This does not have to be a pattern of behavior and the student can be subject to dismissal for a single occurrence.

2. 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 above policy on clinical practicum I-V #12.

3. 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.

4. The faculty will present recommendations to the student both verbally and in writing.

5. Should a student display unsafe clinical practice or have a violation of professional, legal or ethical conduct they will be ineligible for re-entry into the OTA Program. 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.

OTA SKILLS CHECKOFF

Students must complete OTA Skills CHECKOFF with entry level competency at the completion of OTA 130, OTA 140, OTA 200, OTA 210, and OTA 220 in order to move forward in the program. Students re-entering the OTA Program and/or students who have a break in the course sequence must pass the OTA Skills Checkoff at the course level and course competency testing. SEE RE-ENTRY POLICY.

OTA LAB REQUIREMENTS

Lab work is included in many of the OTA courses. These labs typically involve "hands on" demonstration and practice. Professional behavior is expected at all times, as a large part of the labs include touching each other's bodies. Respect and appropriate demeanor is essential. Any student who displays inappropriate or unprofessional behavior in the lab setting may be subject to disciplinary action. During large OTA lab activities, additional instructional support will be provided through various means to include but not limited to community partners, guest speakers, tutors, additional instructors or graduates to ensure that student learning objectives can be met.

WHEN THE STUDENT ACCEPTS BUT DOES NOT ATTEND THE OTA PROGRAM

If the student accepts their seat in the program and misses orientation or withdrawals at any point after orientation, the admission to the program will be considered one attempt at completing the OTA Program and no second attempt at completing the OTA Program will be allowed. Documentation of an emergency can be submitted for consideration.

ILLNESS/EXTENDED ILLNESS/POST SURGERY/PREGNANCY

CLEARANCE NOTES WILL ONLY BE ACCEPTED FROM A PHYSICIAN, NURSE PRACTITIONER OR PHYSICIAN ASSISTANT.

Students must be able to function fully in the lab and clinical area in order to participate in the Occupational Therapy Assistant Program. Students needing accommodations in order to perform the identified essential functions must complete the process for applying for accommodations (SEE OTA ESSENTIAL FUNCTIONS SECTION).

Students who become ill or injured during the OTA will need to submit a letter from their physician clearing them to return to the OTA Program. If cleared with restrictions, the student will need to follow the process for applying for accommodations (SEE OTA ESSENTIAL FUNCTIONS SECTION).

As a rule, therapeutic or adaptive devices for acute injuries (such as a walking boot or a shoulder sling) are not allowed in the clinical settings. Once a student's physical restrictions have been lifted, it is the student's responsibility to provide a written statement from their physician to the OTA Office and fieldwork coordinator.

If a clinical site refuses a student due to waivers, lack of medical health insurance or physical examination issues, the OTA Program will make one additional attempt to secure an alternate placement for the student based on site availability. Sites are secured well in advance of the semester they are held. Clinical experiences are necessary to graduate. The clinical site has the final word on all clinical placements. The inability to be placed in a clinical rotation would result in the student's inability to meet course objectives and to complete the OTA Program.

Pregnancy Policy – The pregnant student may remain active in the OTA Program and is not required to disclose pregnancy if not requiring 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 and notify the OTA Program Director (SEE OTA ESSENTIAL FUNCTIONS SECTION)

If accommodations are required by physician, antepartum clearance letter from physician must be submitted to OTA Office. The student will need to meet the classroom, lab and fieldwork objectives with or without accommodations.

If a student elects to take a one semester leave of absence during pregnancy, the OTA Program Director must be notified at least one month prior to the start of the requested leave of absence. An exit interview with the OTA Program Director and request a formal leave of absence in writing must be completed. At the end of the leave of absence, the student may apply to re-enter the OTA Program on a space available basis following the required re-entry process outlined in the most current OTA Student Handbook. Re-entry is not guaranteed to any student who exited the program.

Post-Surgery/Extended Illness Policy – INCLUDING FLU-LIKE SYMPTOMS

1. The student must submit a written physician's or primary care provider's clearance to the OTA Program Director and a copy to the clinical instructor if applicable.
2. The student must be able to meet the classroom, lab and fieldwork objectives to remain in good standing in the OTA Program. The OTA Program Director and teaching team, with student input, will determine whether imposed medical restrictions allow accomplishment of classroom, lab and fieldwork objectives.
3. The Attendance policy of the program will apply unless judged inappropriate to the individual case by OTA Program Director and teaching team review.

Report of Injury/Exposure to Infection

Students need to immediately report any clinical or classroom injuries or exposure to infections to their OTA instructor or the supervising personnel. SEE WORKMAN'S COMPENSATION – for clinical issues. SEE ILLNESS/INJURY ACCIDENT REPORT FORM – for on campus issues

If an injury is life threatening or urgent, seek medical treatment first.

ALL STUDENTS ARE REQUIRED PROVIDE PERMISSION TO RETURN FROM THE PHYSICIAN PRIOR TO RETURNING TO THE OTA PROGRAM if they are under a physician's care. . **CLINICAL FIELDWORK SITES MAKE THE FINAL DECISION REGARDING ALL FIELDWORK PLACEMENTS AND RE-ENTRY AFTER INJURY, ILLNESS AND MATTERS RELATED TO PREGNANCY IF DISCLOSED**

Safety – A red safety manual is located in each of the OTA classrooms and in the OTA Apartment.



Medical Clearance Form

Medical Clearance is required for students following a faculty referral to a Health Care Provider for an injury or illness which occurs during enrollment in the OTA Program.

_____ is currently an Occupational Therapy Assistant student in the Grossmont College OTA Program.

OTA students are frequently exposed to a variety of conditions which include, but not limited to, standing for a length of time, lifting, blood and body fluids, and infectious processes.

Due to their recent medical condition, physician clearance is required for attendance and participation in the OTA Program.

The student may attend and participate fully in the OTA Program which includes:

- ☐ class
- ☐ OTA skills lab
- ☐ OTA clinicals

Please check above the areas that the student may attend and participate in.

If not checked above, please describe the restrictions and anticipated length of restrictions that are recommended.

By signing, I acknowledge that I have cleared the student for attendance in the Grossmont College OTA Program.

Physician signature: _____ Date: _____

Health Care Provider Stamp:

TEXTBOOK AND SUPPLIES

TEXTBOOKS:

NO RENTED OR ELECTRONIC BOOKS RECOMMENDED FOR THE OTA PROGRAM. The OTA Program utilizes some of the textbooks in many different courses throughout the program. The student will also utilize the textbooks to prepare for the national examination and as reference as a practitioner.

SUPPLIES:

OTA students are required to buy a supply kit equivalent to the following items prior to the first Spring semester – prices are approximate:

OTA PROGRAM		
required prior to <i>First Spring semester</i>		
NORTHCOAST MEDICAL – not required to buy from here but same products required.	https://www.ncmedical.com/	
HIP KIT	Hip Kit “K” or #229 equivalent – SEE NEXT PAGE PICTURES	approx. 65.00
6” GONIOMETER - Exacta	NC70100	4.00
RESISTANCE BAND SET	NC91230	15.00
AIR PUTTY – SOFT	NC52410-60	7.95
GAIT BELT – MUST BE VINYL WITH METAL BUCKLE – 60”	NC91356	17.00
www.allegromedical.com EXACTA FINGER pulse oximeter		40.00
https://www.sportaid.com/quickie-tool-kit-p3.html?gclid=EAIaIQobChMIjt3ry_zb5wIVh_5kCh1THgWyEAQYAyABEgI60_D_BwE OR https://www.dmehub.net/Quickie-6-Piece-Tool-Kit-p/349999.htm?vsrefdom=adwords&gclid=EAIaIQobChMIjt3ry_zb5wIVh_5kCh1THgWyEAQYASABEgKPHP_D_BwE Quickie Wheelchair Toolkit		30.00
http://www.vitalitymedical.com/ted-hose.html Ted hose – open toed – BUY JUST ONE PAIR CHOOSE – THIGH HIGH #3549 13.22		
TOTAL	Approx..	192.00

HIP KIT CONTENTS SHOULD INCLUDE:



Molded sock aid

Long handled shoe horn

Featherlite reacher



Dressing stick



longhandled sponge



Tylastic shoelaces

OTA DRESS CODE

Uniform : Grossmont College Health Professions students are required to wear uniforms on campus and off campus program activities. The uniform for the OTA Program is the official navy blue polo shirt embroidered with "Grossmont College School of Occupational Therapy", the official cargo pant, and official jacket. These are available through ScrubMart at a discounted price only when a group order is placed. A choice of 2 for each item is generally available providing 2 different price points and quality. During the annual April orientation a group order is placed. **Please contact OTA Program before** purchasing as a group order will be placed.

Please make sure that the polo shirt fits appropriately as baggy shirts look very unprofessional. Make sure pants fit so you can bend, squat, and climb comfortably. Clothing must be neat, professional, clean, and in good repair. ONLY black long sleeve shirts may be worn under the shirt. Uniform jackets are the only jackets that can be worn. .

****The Grossmont College OTA Uniform may be substituted with traditional rehabilitation attire (description will be provided upon approval) at the request of the fieldwork facility upon direct communication with the OTA Program Director via e-mail**** Some clinical sites may have stricter dress codes that must be adhered to.

****Students will be sent home if infractions of the dress code occur. This will result in an absence. (Refer to OTA Student Handbook Attendance Policy and Grade Policy)**

Name Tag: A Grossmont College name tag is required to be worn on the uniform at all times on the left side. A new one must be obtained yearly. You can get badges at the Admissions and Records office.

Shoes: Tennis shoes with good rubber traction soles are required. Tennis shoes must be in color combinations that do not draw attention and are limited to the following: white, black, blue, black/white, black/blue. Tennis shoes must be clean and in good repair. Do not choose soles that are in neon shades or bright shades of the above colors.

Jacket: The official blue jackets with the OTA embroidery are the only jacket permitted while in the OTA uniform.

Hair: Hair should be neat, clean and away from the face. Long hair should be tied back with an inconspicuous holder. Hair must not come in contact with the front of the uniform or with patients. Face must be clean shaven and well-groomed.

Make-up: Make-up should be worn in moderation.

Jewelry: One set of simple, inconspicuous stud or post earrings are acceptable. No dangling earrings or hoops. No ornate rings, multiple chain necklaces or bracelets. Piercing of any other visible body part except ears is not acceptable and must be removed for OTA 111, 141, 221, 240, 241, and during any lab experiences within the core courses.

Tattoos: Tattoos may not be visible while performing fieldwork assignments or fieldtrips. Visible tattoos must be covered up with special order solid tattoo sleeves in tan, white, gray, or black which have been developed for use in medical facilities. These are in compliance with infection control practices.

Perfume: Perfume or after-shave should not be worn, due to possible patient and/or co-workers allergies.

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.

NOTE: Professional appearance is mandatory.

CHANGES IN PERSONAL INFORMATION/EMERGENCY CONTACTS

All students are required to submit changes of personal information including name, address, telephone number, **e-mail address, EMERGENCY CONTACT NUMBER** etc. to each of the following: OTA Office and WebAdvisor. The systems are not all linked. Failure to update the OTA Office with a current e-mail and contact information and may result in an exit from the OTA.

**** The privacy and safety of our students and employees is important to us. IF ANY PERSON CALLS STATING AN EMERGENCY AND ASKING FOR A PARTICULAR STUDENT BY NAME YOU MUST REFER THE PERSON TO GROSSMONT COLLEGE CAPS TEAM – AT 619-644-7654**** For student safety and privacy never confirm student's program enrollment/presence to someone on the telephone or in person. ALL STUDENTS AND FACULTY ARE ENCOURAGED TO GIVE THE NUMBER 619-644-7654 TO THEIR FAMILY FOR EMERGENCY PURPOSES. For academic verifications, without acknowledging a student's enrollment at the college, refer them to the Office of Student Services: 619-644- 7382 or 7384.

CONFIDENTIALITY

In accordance with state regulations and College policy, no information can be released except with the permission of the student. 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 permission of the student. 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 a minimum of one week notice provided 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 permission of the student. 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 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. Visit the college website for additional information at: <http://www.grossmont.edu/student-services/applyenroll/ferpa-ssn.aspx>

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 prior to the first day of clinical each year or upon re-admission to the OTA Program.

Per the agreement with the San Diego Nursing Consortium, every student will complete the HIPAA tutorial each year to comply with the HIPAA requirements. Second Year Students: Please complete the last page and turn in with your second year paperwork packet. The HIPAA tutorial we use is available at:

<http://www.sdnsec.org/forms/32019HIPAAEducationUCSDWorkforceModuleFinal.pdf>

COUNSELING AND MODIFICATION OF MAJOR <http://www.grossmont.edu/student-services/offices-and-services/counseling/default.aspx>

It is the responsibility of the student to make sure ALL official transcripts are submitted to both the college admissions and records AND to seek guidance from the Grossmont College Counseling office a minimum of 1 time each semester during enrollment in the OTA Program. You must provide proof of completion of all GE requirements or in progress during your second Fall semester. You must also provide proof of completion of the in progress courses taken during the second Fall semester to the OTA Program office by the end of the second Fall semester prior to OTA 240 and OTA 241.

Courses that are transferred into the college and courses taken concurrently at another college need to be reviewed by the Grossmont College Counseling/Evaluations Department for acceptance toward your degree. OTA courses cannot be transferred into the OTA Program from other institutions.

Although the OTA Program Director can modify courses in the area of the OTA major (Modification of Major), the Counseling/Evaluations Department determines if those courses can count toward the GE of your degree. It is therefore your responsibility, as the student, to seek follow up counseling after any modifications are made by the Program Director.

*****IF A STUDENT MUST EXIT FOR FAILURE TO COMPLETE ALL GE COURSES PRIOR TO LEVEL II CLINICAL DUE TO NOT SCHEDULING ADVISEMENT, THE STUDENT WILL NOT BE ELIGIBLE FOR RE-ENTRY DUE TO PROFESSIONAL BEHAVIOR ISSUE.*****

CLINICAL FACILITIES/AFFILIATIONS/CLINICAL FLEXIBILITY

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! Clinicals 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 needs of the student 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 make contact with a fieldwork site or potential fieldwork site. If you know of a potential site for fieldwork, please give the name of the site to the OTA Program Director and she will pursue obtaining a contractual agreement with this site if it is appropriate. You will not be guaranteed placement at this site.

If you make contact with a site and represent yourself as a student of the Grossmont College OTA Program you will not be placed at this site for OTA 240 and OTA 241. Failure to comply with this policy may result in removal from the OTA Program.

If you work/worked or volunteer/volunteered at a site, you may not be placed at this site for OTA 240 and OTA 241 due to potential conflict of interest

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, and OTA 240/241 experiences. While students are participating in fieldwork experiences, they may not drive in clinic vehicles or private vehicles that are not their own. If a student is requested to participate in an outing during Fieldwork, the student is to drive their own personal 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. **You may have to go to multiple sites affiliated with your placement all in one day.**

STUDENT HEALTH INSURANCE

<http://www.grossmont.edu/student-services/offices-and-services/health-services/default.aspx>

Many sites require that students carry personal medical insurance and refusal by site for a student not having personal medical insurance will count as one of the two attempts for clinical placement.

PERSONAL HYGIENE

The structure of many of the labs in the program requires students to act as patient-models for performance of assessment or handling techniques by peers. For this reason and for development of professionalism it is essential that all students maintain high standards in their personal hygiene and grooming. This is equally important in relation to fieldwork experiences.

CHILD CARE

<http://www.grossmont.edu/academics/programs-departments/child-development/child-development-center.aspx>

The Occupational Therapy Assistant Program requires great commitment of time and energy on the part of the student. Please make sure that you have adequate arrangements made in advance for child care. Most childcare centers refuse ill children, students are advised to arrange for alternatives for their child's periods of illness before the program begins. In addition, please make sure that you have alternate arrangements set in place in advance of OTA 240 and OTA 241 which is full time days and possibly weekends. Do not bring your children to class, labs, open labs, tutoring, or marketing events. Do not leave children in your car unsupervised or on campus unsupervised.

CHILDREN ON CAMPUS POLICY

BACKGROUND: Grossmont College is committed to providing a safe and effective teaching and learning environment for all students and a safe and effective workplace for all faculty and staff. Nursing faculty value family life and recognize that students in the Nursing program have many responsibilities including the responsibility of caring for children. When regular childcare is unavailable, parents or legal guardians of children are confronted with the difficult decision of whether or not to bring children to the campus. The Nursing Program follows the District policy (AP 3840) and supports the position that children should not be brought into offices, classrooms and other instructional and student support areas in lieu of having a regular childcare provider.

Per District Policy AP 3840

- Children are not permitted on campus unless they are enrolled in the Child Development Center or other instructional programs in the District.
- Children are not permitted in classrooms or lab areas particularly where there is dangerous equipment or substances in use.
- Children are not permitted in the lab while students are practicing skills or other nursing procedures.
- Children may occasionally accompany a student or an employee to the District or college site for a brief visit. In these instances, children must remain under the continuous supervision of the adult responsible for them and their presence should in no way obstruct or diffuse services or work duties in the areas.
- Children are the responsibility of their parents or legal guardians and at no time should staff or faculty be asked to supervise the children of students or co-workers.

Note: Visitors to all district facilities and events are subject to all relevant district policies and regulations. No liability will be accepted by the District, or any of its agents or staff, for the consequences of children being on campus.

GRADUATION

<http://www.grossmont.edu/current-students/commencement/default.aspx>

All courses required for the Associate in Science in Occupational Therapy Assistant, including OTA 240 and OTA 241, must be completed prior to graduation. It is the responsibility of the student who expects to graduate to have all college transcripts on file with Admissions and Records prior to filing a written application for graduation. **The graduation application must be completed prior to the end of the semester which proceeds the semester in which the student will complete degree requirements.** BE SURE TO LOOK AT THE COLLEGE CALENDAR AND GRADUATION WEBSITE FOR DEADLINES. Graduation application forms are available in the Admissions and Records Office and online. It is the responsibility of the student to investigate the process required for graduation.

GIFT POLICY

Gifts from students are discouraged. Students may not accept gifts from patients, clients or clinical site personnel.

NON-DISCRIMINATION POLICY

<https://www.grossmont.edu/campus-life/student-affairs/nondiscrimination-notice.aspx>

"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 of these actual or perceived characteristics".

OCCUPATIONAL THERAPY ASSISTANT OFFICE

The Occupational Therapy Assistant secretary is located in Building 34 Second Floor North Side. Phone: (619) 644-7304. The OTA Office, the Program Director and classrooms/laboratory are located in Building 34 Second Floor North Side. To reach the OTA Director dial (619) 644-7304 and the Fieldwork Coordinator at (619) 644-7307. To request an instructor's extension or voice mail number dial (619) 644-7000.

SECTION V – FIELDWORK – CLINICAL - EXPERIENTIAL INFORMATION

FIELDWORK, LEVEL I AND II DESCRIPTIONS

OTA 111, 141 and 221: Experience 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, including onsite visits for structured observation. Settings are equipped to provide application of principles learned in the academic program and appropriate to the learning needs of the student. These experiences mirror the specific practice areas being taught in the classroom during that semester. Papers and projects are assigned in the classroom during this fieldwork. Evaluation of student performance is included. Documentation of clinical observations and verbal reporting to peers is emphasized. Qualified personnel for supervised Level I Fieldwork include, but are not limited to; OT practitioners, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. Level I fieldwork experiences are each required to be completed with a passing grade. Level I fieldwork cannot be substituted for any part of Level II fieldwork.

OTA 240 and 241 consists of 20-weeks full time of advanced Fieldwork Level II Experience under the direct supervision of a credentialed occupational therapist or a credentialed occupational therapy assistant with the student assisting in all phases of practice. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings. Level II fieldwork must be successfully completed for the student to be eligible to sit for the national OTA certification examination. **Level II fieldwork is scheduled during the Spring Semester of the second year and involves full-time on-the-job training. All OTA and GE courses must be successfully completed before a student can begin the Level II experience. 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 developmental disabilities. Settings for placement might include traditional and/or emerging practice areas. The Fieldwork Level II placement is a collaborative process between student and fieldwork coordinator. 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 of the academic preparation (core OTA courses).

The rigorous schedule of level II fieldwork requires a full time commitment of up to 40 hours a week during the semester in which it occurs. Students with jobs will need to plan early to accommodate the daytime level II fieldwork schedule. Please have multiple backup plans set for child care, transportation, pet issues, family issues, home issues, et cetera, prior to level II fieldwork.

Part-time OTA 240 or OTA 241 is not available.

Students who are placed in emerging practice areas will require at least 8 hours/week of on-site supervision by an OT practitioner. The fieldwork coordinator works collaboratively with the site to develop documentation for the provision of OT services (i.e. individual progress notes, group notes, treatment plans, portfolios, journal writing).

REFER TO GRADE POLICY

REFER TO ATTENDANCE POLICY

REFER TO CLINICAL FACILITIES/AFFILIATIONS/CLINICAL FLEXIBILITY POLICY

FIELDWORK: LEVEL OF PREPAREDNESS

Students will only be expected to perform care and skills for which they have been prepared in the classroom. If assigned to an unfamiliar activity, it is the responsibility of the student to bring to the attention of the fieldwork instructor or clinical educator areas of care and skill for which they have not been formally prepared.

Students may be assigned to care for patients with communicable diseases such as AIDS and hepatitis. Student immunizations must be current. Every student is taught Standard and Transmission-Based precautions, which include safety measures to avoid contact and/or the spread of infectious organisms. Students are not routinely tested by the clinical facilities for N-95 mask fittings; therefore they should not be assigned to patients requiring this type of protective device. This includes patients with TB as well as other infection diseases requiring the use of an N-95 mask.

LEVEL I FIELDWORK OBJECTIVES

Each Level I fieldwork experience builds on prior didactic and fieldwork experiences.

The first Level I experience provides the opportunity for exploration through observation, reflection and invited participation. Each succeeding experience provides opportunities to develop additional competencies.

The student will:

- A. Demonstrate an appreciation for the scope and purpose of Occupational Therapy in a variety of practice settings.
- B. Demonstrate an understanding of the role of the COTA in different settings and the potential for OT in nontraditional settings.
- C. 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.
- D. Demonstrate initiative and motivation; seeks out learning opportunities/interactions with supervisor/others.
- E. Ability to recognize/handle personal/professional frustrations; balance personal/professional obligations; handle responsibilities; work with others cooperatively, considerately, effectively; responsiveness to social cues.
- F. Consider ability to give, receive, and respond to feedback; seek guidance when necessary; follow proper channels.
- G. Communicate verbally and in writing in a clear, concise and professional manner.
- H. Employ communication skills reflecting respect for patient's privacy, with consideration given to cultural implications.
- I. Utilize medical and occupational therapy terminology correctly in written and oral communication.
- J. Complete written assignments for each experience utilizing correct grammar, terminology and spelling.
- K. Consider ability to 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.
- L. Demonstrate an understanding of the Occupational Therapy treatment process including: evaluation, individual and group treatments, reassessment and discharge according to fieldwork site.
- M. Consider ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process.
- N. Demonstrate an understanding of how self is used as a therapeutic tool.
- O. Identify common characteristics seen in clients with specified diagnosis.
- P. Identify therapeutic activities that promote function and facilitate client recovery.

OTA 240 AND OTA 241 OBJECTIVES

Achievement in OTA 240 and OTA 241 experiences builds on the foundation competencies attained in level I. Clinical competencies 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:

- a. Demonstrate ability to collect data on patient performance in daily living activities of work, rest, play/leisure and medical management.
- b. Interview using structured guides to obtain general information regarding history and independent living skills of the patient.
- c. Observe the patient to collect data on patient performance in daily living activities and document observations appropriately.
- d. Administer structured assessments at the discretion of the occupational therapist to evaluate various components of occupational role behavior.
- e. Summarize and describe results of the evaluations administered.
- f. Contribute to the identifications of short and long term goals and recommendations for the occupational therapy program.
- g. Record/report evaluation and treatment data.
- h. Collaborate with supervisor, other health care professionals, patients and their caregivers to individualize treatment program to accommodate and capitalize upon each patient's personal development and culture.
- i. Discuss, select and sequence activities for the total occupational therapy program including a home program.
- j. Attend meetings/conferences with team members to help coordinate the occupational therapy program and present information as necessary.
- k. Implement an occupational therapy program as determined through the planning process.
- l. Engage the patient's participation in purposeful activities to develop/improve/maintain skills to support occupational performance.
- m. Instruct patient/family/staff in use of activities, techniques, adaptive equipment and assistive devices.
- n. Identify, fabricate or modify adaptive equipment necessary to effectively meet treatment objectives as directed.
- o. Adapt or structure home or other discharge environment to facilitate desired performance.
- p. Monitor and discuss patient performance with patient/family/staff.
- q. Assist in determining need for change or termination of the occupational therapy program.
- r. Comply with legal responsibilities, professional ethics, school policies, rules and regulations that affect clinical fieldwork performance.
- s. Demonstrate awareness of administrative and practical requirements for practice in the occupational therapy treatment setting.
- t. Differentiate between physical, psychosocial, cultural, and environmental factors influencing patient/family compliance with treatment plan and recommend modifications to improve compliance.
- u. Prioritize treatment options to implement most critical intervention strategies first.
- v. Comply with all documentation requirements of the facility in a timely and efficient manner.
- w. Demonstrate values, attitudes, and behaviors that represent patient advocacy.
- x. Maintain equipment and supplies in good order.
- y. Comply with all documentation requirements of the facility in a timely and efficient manner.
- z. Demonstrate values, attitudes, and behaviors that represent patient advocacy.
- aa. Develop and present case study in both oral and written format.
- bb. Develop time management skills to meet the facility's productivity guidelines for an entry-level practitioner.

DEVELOPING PROFESSIONAL BEHAVIORS THROUGH FIELDWORK REFER TO GRADE POLICY**

The purpose of fieldwork is to allow students the opportunity to integrate the knowledge acquired through their academic preparation with the practice of clinical skills, progressing through the levels of responsibility. As a result of the academic preparation, OTA students have the knowledge and skills for entry-level practice. The last stage in preparing for a career as a clinician is the practice of skills in a structured, supportive setting to develop appropriate professional behaviors. The structure of the fieldwork experiences varies by facility. The student may be the only student on site, may be paired with another student, or be part of a student group. The supervision provided may be with one or more OTs or OTAs, or other professionals in a related field.

Level I experience is acquired in conjunction with specific OTA courses. Its objectives are to apply observation skills, data gathering methods, task analysis skills and “hands on” techniques as appropriate. The student will learn and practice written and verbal communication and professional behaviors and have individual and group participation with patient/clients.

The emphasis of OTA 240 and OTA 241, which is initiated upon the completion of all academic coursework, is on the application of knowledge and the provision of Occupational Therapy service. There is opportunity to expand clinical competencies, develop clinical reasoning, and model professionalism.

At both levels of fieldwork, the student should maximize the opportunity to grow as a professional, practicing the variety of skills that this requires.

1. **Developing good communication skills, both oral and written, includes sharing information, offering and receiving feedback, and practicing interpersonal skills with patient/clients and staff.**
2. The student must learn to be accountable knowing when and how to ask for help, developing time management skills and taking responsibility for actions and decisions.
3. Due to the nature of healthcare environments, students must be adaptable.
4. They must understand their role and how it fits with the rest of the healthcare team.
5. An understanding of the ethics of the Occupational Therapy profession must be achieved and put into practice.
6. Students should be preparing themselves to be lifelong learners, identifying community resources and taking advantage of local associations.
7. Students should be mentored towards advocating for the profession.
8. Students are also introduced to clinical research, learning to evaluate clinical practice to show the validity of Occupational Therapy services.
9. The ability to refine the practice and quantify the outcomes to show the effectiveness of Occupational Therapy is critical for the future of the profession.

Fieldwork offers many opportunities for professional and personal growth. It also demands individual responsibility. ****REFER TO GRADE POLICY** SEE SAFETY, PROFESSIONAL, LEGAL AND ETHICAL INFRACTIONS**

1. The student **must** collaborate with the Fieldwork Coordinator and the Fieldwork Supervisor.
2. The Fieldwork Coordinator has mandatory assignments due during each fieldwork rotation. In the event that the student is placed in a non-traditional site where there is no Occupational Therapist available, the director, fieldwork coordinator or faculty will provide weekly onsite supervision unless other arrangements are made.
3. The student must comply with the policies and procedures of the fieldwork site.
4. The student must adhere to the work schedule set forth by the facility and OTA Program.
5. The student must be on time every day.
6. The student must adhere to the absence policy for fieldwork. (Refer to OTA Student Handbook Attendance Policy)
7. The student must fulfill all of the duties and assignments set by the Fieldwork Coordinator and the Fieldwork Supervisor within the specified time frames.
8. The student must be an active participant in the process.
9. The student must not drive in any vehicle other than their own for any fieldwork fieldtrips or outings.
10. The student who is injured during fieldwork must follow the Workers Compensation procedures in this handbook.
11. The student must be open to taking constructive feedback.
12. And, finally, the student must be prepared to make mistakes! The supportive environment of the fieldwork site is meant to allow the student to take some risks. Mistakes allow students to reexamine and refine their learning and move to a higher level of understanding.
13. Do not fraternize with clinical instructor, employees of site, patients/clients or families outside of the clinical site and demonstrate appropriate professional behavior in the clinical site when relating to the mentioned individuals.

ESSENTIAL PROFESSIONAL BEHAVIORS – STUDENT THERAPIST **SEE GRADE POLICY**

MICHAEL REESE HOSPITAL AND MEDICAL CENTER DEPARTMENT OF REHABILITATION MEDICINE

In addition to development clinical competencies, an important part of the fieldwork experience is the development of professional behaviors. The following qualities have been determined essential to the position of student therapist and reflect the expectations for acceptable performance. This information has been adapted from the Staff Occupational Therapist Essential Professional Behaviors descriptions.

1. Responsibility – demonstrates independent initiative and readily assumes responsibility; demonstrates consistent dependability and reliability in fulfilling responsibilities; is conscientious in meeting responsibilities, demonstrating attention to routine responsibilities.

- a. Ask questions when in doubt.
- b. Be punctual in attending meetings and conferences.
- c. Recognize and act on personal responsibility for learning during the fieldwork experience (e.g., finding answers to questions, providing feedback to supervisor, utilizing opportunities for observational learning experiences, i.e., other therapists, disciplines).
- d. Take initiative to utilize resources (physical resources, personnel, grand rounds).
- e. Read student manual the first week so that you are familiar with the information that is in it.

2. Organizational Skills – is punctual in fulfilling responsibilities and requirements of the position, including adhering to schedules, meeting deadlines, etc. By midterm is able to create functional structure in an unstructured environment; is able to establish realistic priorities and set appropriate limits.

Plan and organize daily schedule for self and for patient treatment, for short-and long-term projects (e.g., preparation for lectures, note writing, preparation for staffing and rounds, discharge planning, and SIP).

3. Flexibility – effectively adjusts to changes in schedules, policies, and procedures, patient and student program; is able to adjust priorities according to needs of the program and department and others.

- a. Develop an attitude of flexibility – expect changes to occur (e.g., changes in lecture schedule, supervising meetings, increase or decrease in patient load, early discharges, or patient schedules).
- b. Utilize time effectively when a patient's treatment is cancelled.
- c. Help out and fill in for other therapists.
- d. Offer assistance to others.

4. Interpersonal Skills – is able to establish effective interpersonal relationships with patients and their families, staff member, students, and members of other disciplines; is sensitive to and considerate of others; is able to work and relate effectively with a wide range of diagnoses and disabilities (patients, their families, and other personnel).

- a. Maintain professional relationships with supervisor and others.
- b. Regard feedback as a learning tool.
- c. Be aware of how your behavior affects others.
- d. Consider timing of questions (e.g., when approaching staff).
- e. Respect personal space and time of others.
- f. Explore situations before responding – make informed interpretations and decisions.

5. Communication Skills – shows effective, appropriate (timing, content, and method) communication with intra- and extra departmental personnel at all levels should be appropriate in timing, open and direct; important for staff to independently initiate communication whenever the need and to maintain consistent feedback to appropriate personnel; discretion and confidentiality; open lines of communication should be maintained with the chief occupational therapist and supervisor at all times:

- a. Expect and respect differences in professional opinions. Open-mindedness allows opportunity to explore difference theories and techniques of management (e.g., doctors' goal and plan may differ from your own). You are part of a team; consider the goals of other disciplines when planning your treatment program for the patient.
- b. Be aware of nonverbal behavior, tone of voice, etc., and the effect these can have upon your relationships with others.
- c. Take time to organize your thoughts and make notes before reporting in conferences or contacting other disciplines and doctors.
- d. Follow established guidelines and documentation standards for note writing (in student notebook).

6. **Concern for Professional Development** – is receptive to guidance and assesses, recognizes, and expresses personal needs for further professional development; demonstrates interest and actively participates in continuing education activities; is willing to share professional knowledge and experience with others.

- a. Assume responsibility for learning.
- b. Be resourceful in finding answers to your questions.
- c. Actively seek learning experiences (e.g., versus only utilizing scheduled experiences – rounds).
- d. Realize that as a student therapist you have valuable information and experiences to share with others. Be willing to share information, offer suggestions for OT and student programs, procedures, equipment, etc.

7. **Problem-Solving Abilities** – demonstrates effective problem-solving skills in approach to patient treatment, and overall functioning to appropriate individuals; maintains an open, objective attitude in assessing and confronting problem situations; appropriately acts upon decisions and maintains communication and effective follow-up and feedback.

- a. Be resourceful. Use common sense and think things through before asking someone else for the answer.
- b. Utilize resources to help find answers to questions and suggestions for patient treatment.
- c. Utilize student manual.
- d. Recognize and act on need to contact other disciplines.
- e. Make self aware of material resources available in the unit.

8. **Sense of Humor**

9. **Supervisory Skills** – with experience, demonstrates those skills essential to the guidance of aides, volunteers, and other ancillary staff (e.g., in patient treatment, group activities, clerical work requests).

CHALLENGE TO THE OTA FIELDWORK STUDENT

There are many strategies to increase your chances of success as a fieldwork student. Motivation is the key! You must be prepared to challenge yourself. Set specific behavioral goals for yourself in addition to the goals set for you in areas of clinical practice. Share your decision-making strategies with your Fieldwork Supervisor and ask for feedback. Add to your learning experience by observing other departments, visiting other facilities, reading resource materials, and participating in local Occupational Therapy associations and special interest groups. You are laying the groundwork for your ultimate success as an OTA.

Healthcare is an ever changing and challenging industry. The facilities, which offer fieldwork opportunities face many, pressures relating to competition, managed care, departmental downsizing, and demands for increased productivity. We must recognize and respect the staff of our fieldwork sites and allow them to deal with their own challenges as we work alongside them. We remain grateful to the professional community for their continued support in providing quality education in Occupational Therapy.

***FIELDWORK - SUGGESTIONS FOR STUDENTS**

MICHAEL REESE HOSPITAL AND MEDICAL CENTER DEPARTMENT OF REHABILITATION MEDICINE OCCUPATIONAL THERAPY

An important part of the fieldwork experience is the opportunity to actively pursue the development and practice of professional qualities and behaviors attributable to a mature therapist. Such qualities would include personal initiative, punctuality, responsibility and resourcefulness, dependability, the ability to relate openly and effectively on a professional level, etc. Although your supervisor and other staff members may provide guidance and direction in this area of professional development, you must assume the primary responsibility for professional behavior.

Below are some “helpful hints” as to how this responsibility might be independently assumed and reflected early and throughout your affiliation. If you think of additional ones, please let your supervisor or the chief OT know so that they might be passed on to future students.

1. Communication is the most critical essential. Initiate and maintain open, honest, communication with your supervisor.
 - Provide feedback to your supervisor about the nature, quality of supervision time. You must assess your needs and openly share them with your supervisor.
 - Let your supervisor know your interests and goals/expectations. Clarify performance expectations with your supervisor—if you are unclear, ask.
 - If you feel you are not getting enough feedback, let your supervisor know.
 - If you feel the need to observe more or to be observed in patient treatment, let your supervisor know.
 - If you have a question or doubt in your mind, try whenever possible to take the initiative to find the answer for yourself. However, never hesitate to utilize staff members as resources.
2. Independently take the initiative and time early in your affiliation to familiarize yourself with your unit’s organization and available resources. It is important to take time to find out where things are kept during the first week. Schedule time to look through the cabinets, file drawer, bookcases, etc., and see what is available. If you don’t schedule specific time to do this, you may find that a “convenient” time will never come. Becoming familiar with the unit, its supplies, and equipment will prevent you from having to keep asking where equipment is kept. If you are uncertain about the use or purpose of any equipment, always ask and familiarize yourself with it.
3. Learn how to effectively plan and utilize your time.
 - Make out a schedule for each day; include lecture meetings, and supervision times in addition to patient treatment.
 - Know your work requirements and set target dates for timely completion. Don’t wait until the last minute to get things done. You will not be continually reminded or prodded once deadlines have been established.
 - Utilize your “spare” time appropriately, i.e., for reading, writing notes; developing patient’s treatment programs; observing treatment. Feel free to help out in the unit—ask what you can do to help if you can’t readily identify what the needs may be. Don’t get behind in note writing. The amount of paperwork and documentation requirements are great; now is the time to develop personal discipline in fulfilling responsibilities in this area in a timely basis.
4. Procedures for routine, day-to-day treatment and departmental responsibilities should be established as a habit as quickly as possible. If you are still confused after the first week, let your supervisor know.
5. Use your student manual—it is filled with information concerning performance expectations, departmental policies and procedures, and information regarding patient care. Use it as an ongoing reference as questions arise.

6. Suggestions for treatment planning:

- a. Observe other therapists and keep a list of media/techniques they use. This can be a helpful resource during treatment planning.
- b. Write a list of treatment goals (brainstorm). When writing treatment plans refer to this list, it will help you to be comprehensive.
- c. In the beginning, prepare a list of treatment media or evaluations for each treatment session. Be sure to include alternatives in case equipment is not available. If you have any questions on a specific technique or evaluation, ask your supervisor to go through the procedure with you before you treat the patient. Although this takes extra preparation time, it can greatly increase your self-confidence during treatment.

7. For Maintenance of Self-Esteem and Confidence!

Realize you know more than you think, at times, you are just as much an expert in your field as PTs, nurses, and physicians are in theirs. It is also helpful to prepare a “working definition” of OT for patients, family, and other professionals.

*Suggestions from both staff and former students at Michael Reese Hospital

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Additional information may be found in the student area of the AOTA website at www.aota.org.

<https://www.aota.org/Education-Careers/Students.aspx>

STUDENT AND FACULTY ADVISEMENT

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 requirements of the program and college in an effort to make sure 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 they are involved in. 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. Students turn in OTA Handbook sheet at the beginning of the program, with addendums as they occur and an annual update of the handbook after reviewing with the OTA Program Director.
2. Each semester students meet with a counselor to review their GE requirements.
3. 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. (See Counseling section for details)
4. OTA Program Director meets with OTA Faculty a minimum of 3 times during the semester to discuss student success strategies and services from the community, internet, OTA Program and college for students at risk.
5. Faculty advisement are followed up with an e-mail summarizing issues and recommendations with a Student Counseling Agreement being completed as determined by the faculty.
6. 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.

OTA Fieldwork Student Counseling Agreement

Student Name: _____ Date of Issue: _____ Today's Date: _____

Clinical Site: _____

PROBLEM/ISSUE:

____ **REMEDATION PLAN***list measurable goals and deadlines – see below.

____ **NO REMEDIATION PLAN***detailed justification required

Student's responsibility-

Clinical Instructor's responsibility-

____ **FOLLOW UP** _____ **DATE** _____ **RESOLVED** *place on midterm or final as resolved

Student's Signature _____

Date _____

Clinical Instructor Signature _____

Date _____

Academic Fieldwork Coordinator Signature _____

Date _____

Student Counseling Agreement

Student Name: _____ ID Number: _____ Program: _____

Problem/Data-(clearly state dates and description of each issue in objective terms)

1. Difficulty grasping concepts and/or relating concept to varied clinical situations for example _____.
(DATE _____)
2. Borderline grades on _____ (DATE _____)
3. Bedside manner and professional behavior is not to standard as seen in _____ lab.(Dates _____)

COMMENTS:

Desired Outcome-

Successfully complete _____ semester , OTA 240/241 during Spring _____ semester and NBCOT examination.

Recommendations:

Expectations-

STUDENT RESPONSE: Agree with comments and appreciate help. Student asked if more volunteer work would benefit him and we responded yes to a skilled nursing facility.

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

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 (see professional behavior guide section of handbook).
- The clinical instructor will collaborate with the course instructor 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.
 - Faculty and/or 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 faculty 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.

Behavioral Contract Sample

Date: _____

Student: _____

Reason for Contract:

☐ Unprofessional Behavior

☐ Attendance Issues

☐ Other _____

Course: ____OTA Program

Lead Course Faculty: _____

Environment/Setting:

☐ Classroom

☐ Clinical site

☐ Other _____

Problem Area	Action	Date to be completed	Faculty signature/date completed
<input type="checkbox"/> Time Management <i>Describe the specific issues:</i>	<input type="checkbox"/> Any further instance of a late submission of course assignments in any OTA courses through the remainder of the OTA Program will result in dismissal from the OTA program.		
<input type="checkbox"/> Unprofessional <i>Describe the specific issues:</i>	(Examples) <input type="checkbox"/> Any further instance of coming to lab, class, and/or fieldwork unprepared will result in dismissal from the OTA Program. <input type="checkbox"/> Any further instance of unprofessional communication with faculty, staff, peers or patients will result in dismissal from the OTA Program. <input type="checkbox"/> Any further instance of unprofessional behavior with faculty, staff, peers or patients will result in dismissal from the OTA Program. <input type="checkbox"/> Student to write a one page reflection on professional communication, describing 5 examples of what may be considered unprofessional communication.		
<input type="checkbox"/> Attendance <i>Describe the specific issues:</i>	<input type="checkbox"/> Student must remain in compliance with the Attendance policies set forth in the student handbook. Any absences exceeding the number of hours the class meets per week will result in dismissal from the OTA Program. <input type="checkbox"/> In the instance of a fieldwork absence, the instructor must be notified by email no later than 2 hours prior to the fieldwork start time. The student must contact the instructor within 48 hours following the fieldwork absence to discuss options for making up the hours. Failure to communicate with the faculty as outlined above, or failure to follow through on the arrangements for a fieldwork absence will result in dismissal from the OTA Program.		
<input type="checkbox"/> Failure to respond professionally to constructive criticism. <i>Describe</i>	<input type="checkbox"/> Any further instance of described unprofessional behavior in response to constructive criticism will result in dismissal from the OTA Program.		
<input type="checkbox"/> Safety <i>Describe</i>	<input type="checkbox"/>		
<input type="checkbox"/> Clinical Reasoning <i>Describe</i>			
<input type="checkbox"/> Support Services	Please consider reaching out to the Counseling Center - 619-644-7208, Mental Health Counseling - 619-644-7192 , and Accessibility Resource Center - ARC - (619) 644-7112 for support services.		

Behavioral Contract will be developed by full time faculty in collaboration with clinical faculty and tutor as needed.

Initiation of Contract:

I, _____, have reviewed the Behavioral Contract. Failure to implement the actions listed on the contract will result in dismissal from the OTA program.

Student Comments:

Student signature: _____ Date: _____

Faculty signature: _____ Date: _____

Completed form to be maintained in the student file in the OTA Office. The contract will be reviewed and signed at the beginning of each semester and as needed. The updated copy will be maintained in the student file. This ongoing contract will be sent to specific course and clinical faculty as the student progresses through the OTA program.

SECTION VI – GROSSMONT COLLEGE RESOURCES

REMEDATION POLICY - The Grossmont College OTA Program believes in the principles of adult learning as follows:

- The adult learner is primarily in charge of his or her own learning. The instructor's responsibility is to manage the process through which adults learn.
- Adults have accumulated a foundation of life experiences and knowledge
- Adults are goal oriented
- Adults are practical
- Students must assume responsibility for their own learning needs and request appropriate assistance if needed. If a student is not progressing satisfactorily resources are available to assist the student to overcome identified deficiencies. The following is a list of possible referrals that the instructor may utilize for remediation:
 - OTA Tutoring – arranged with Program Director
 - English Department
 - Counseling
 - OTA study groups
 - ARC
 - EOPS
 - Financial Aid
 - Learning Resource Center
 - Health Science Computer Lab

SCHOLARSHIPS

<http://www.grossmont.edu/fa/>

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. Send a stamped, self-addressed business envelope to: AOTF, PO Box 31220, Bethesda, MD 20824-1220, or call (301) 652-2682.

The Carolyn Shushan Scholarship is offered each year. Applications may 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

<http://www.grossmont.edu/departments/services/>

Grossmont College offers a wide range of Student Services, including: admission, assessment and counseling; financial aid; tutoring and supervised computer labs; career planning and job placement; support programs for special populations; student government, athletics and special events; and other resources designed to facilitate student success. For your convenience, a brief summary of primary student service areas is provided. For additional information see the Grossmont College Catalog.

The Occupational Therapy Assistant Program is committed to the individual student's learning process. Students desiring tutoring in OTA courses should contact the instructor for assistance. The student and appropriate faculty will define specific learning objectives and develop a plan to help the student meet the stated objectives of the course. Emphasis is placed on self-assessment, evaluation, and motivation throughout the student's progress through the program.

Additional areas for which students may be referred to facilitate their success in the OTA program include physical or learning disabilities, English as a Second Language (ESL) classes and accent reduction for non-native speakers of English. These services are available on campus through Disabled Student

Services Programs and Services (DSP&S), the ESL department and the Communication Department.

LEARNING RESOURCE CENTER

<http://www.grossmont.edu/ltrc/>

The Learning Resource Center (LRC) is located at the center of the campus. Online cataloging and interlibrary loans facilitate access to a broad range and depth of print and non-print information. The Library contains books, periodicals, specialized collections and other reference resources. Professional librarians provide a variety of services to assist users. The Computer Laboratory (SETL) offers assisted instruction and independent learning via networked access to major software programs. Use of the SETL Lab requires a small materials fee. Instructional Media Services provides individual carrels for viewing course-related videos. Telephone: Circulation (644-7355) or Reference (644-7361).

TUTORING CENTER

<http://www.grossmont.edu/tutoring/>

The tutoring center is located in the Learning Resource Center. Tutoring is available in a variety of subject areas. Call for schedule and/or appointment: 644-7387. OTA Tutoring services available, contact OTA Program Director via e-mail to arrange tutoring.

COUNSELING CENTER

<http://www.grossmont.edu/counseling/>

The Counseling Center is staffed with professional counselors who are trained to assist students with academic planning, career exploration, crisis situations, personal adjustment, interpersonal relations, marriage and family concerns, divorce adjustment and stress reduction. Personal development classes focusing on careers and study skills are available for college credit. Appointments may be made by calling the Center at 644-7208, Monday through Thursday, 8:00 am - 7:00 pm, and Friday from 8:00 am - 3:00 pm. All contacts are confidential.

CAREER CENTER

<http://www.grossmont.edu/careercenter/>

The Career Center offers a wide range of occupational and educational resources and services, including vocational assessment and job search preparation. Knowledgeable staff provide personalized assistance in the use of computerized programs, written materials and other resources. Drop in or call for an appointment (644-7614).

JOB PLACEMENT

<http://www.grossmont.edu/student-services/offices-and-services/tech-resources/gctechplans/techplan0204/Job%20Placement%20SS%20Tech%20Plan.aspx>

The Student Job Placement Office coordinates campus-wide full-time and part-time placement for Grossmont College students. Work experience positions which will enhance the student's course of instruction are also offered. Part-time job placement serves students seeking jobs to provide income while completing their education. The Placement Office is located on the north side of the Student Center Building. Call 644-7611.

Job opportunities are also listed through the local and state organizations of the Occupational Therapy Association of California (OTAC), the AOTA website – joblink, and the AOTA magazine OT Practice.

ENGLISH WRITING CENTER

<http://www.grossmont.edu/student-services/tutoring/tutoring-center.aspx>

Please refer to the above referenced website for the excellent services offered by the English Writing Center here at Grossmont College.

ADULT RE-ENTRY

<http://www.grossmont.edu/adultreentry/>

The Adult Re-Entry program assists men and women who are returning to college after an extended absence. The support system includes peer assistance, registration assistance, workshops and courses designed to enhance the college experience. The Adult Re-Entry Center is located inside the Student Job Placement Office. The phone number is 644-7697.

FINANCIAL AID

<http://www.grossmont.edu/fa/>

Students who need financial assistance to complete their education may apply for aid in the form of grants, scholarships, loans and work. The Financial Aid Office is located in the Administration Building. For detailed information, contact the Financial Aid Office, 644-7129.

STUDENT HEALTH SERVICES

<http://www.grossmont.edu/current-students/help/health-services.aspx>

Health services are available to all registered students who have paid the health fee. Services include: immunizations, professional nursing services, accident and emergency illness insurance, first aid and emergency care, health counseling and education; vision, hearing and blood pressure screening; voluntary health and accident insurance plans. Injuries and illnesses must be reported to the Student Health Office.

STUDENT AFFAIRS

http://www.grossmont.edu/student_affairs/

The offices of Student Affairs and the Associated Students of Grossmont College (ASGC) support such activities as clubs, dances, dramatics, forensics, student publications, athletics, musical programs, rallies, speakers, films, elections, cultural events and scheduled social affairs - (644-7600).

ASSOCIATED STUDENTS OF GROSSMONT COLLEGE (ASGC)

<http://www.asgcinc.org/>

The ASGC student government program offers students the opportunity to participate in self-government as well as a general means for campus involvement and developing interpersonal relations. Students active in ASGC are in an excellent position to receive an overview of the college operation and experience interaction among students, faculty and administration. ASGC Benefit Cards may be purchased and entitle students to discounts on bookstore purchases, movie tickets, typing services and various community services and events. ASGC also provided funding and donates equipment and services to support various campus programs and activities - (644-7604).

VETERANS AFFAIRS OFFICE

<http://www.grossmont.edu/student-services/offices-and-services/veterans/default.aspx>

The Veterans Affairs Office, located in the Admissions and Records Office, assists students with specific information regarding service-connected benefit programs. For additional information visit the office or call (619) 644-7310.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)

<http://www.grossmont.edu/eops/>

The EOPS program is designed to assist students who have faced financial and academic challenges in meeting their educational goals. Eligible students are provided with a wide range of support services such as counseling, workshop, book services and/or financial grants. Call (619) 644-7617, for more information, or visit the EOPS Office.

**COOPERATIVE AGENCIES RESOURCES FOR
EDUCATION (CARE)**

<http://www.grossmont.edu/eops/>

The CARE program was established to assist eligible single parent students who are AFDC recipients and have children less than six years of age. CARE grants help with child care needs and other student issues. Applications may be obtained at the EOPS Office.

SECTION VII – 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.otaconline.org

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 www.aota.org or call 1-800-SAY AOTA

***** Membership is \$75.00 per year vs. a subscription to AJOT at \$114.00 per year and OT Practice at \$142.50 per year.******

NATIONAL CERTIFICATION www.nbcot.org

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 designation of COTA. Exam results are sent directly to the student. In order to practice as a COTA, the student must determine the state licensing requirements of the state he/she intend to work. It is the responsibility of the student to research the process, obtain the proper forms and complete the process. 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 website for information regarding early review and code of conduct and e-mail character.review@nbcot.org

STATE LICENSURE

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 www.bot.ca.gov

DO NOT WORK WITHOUT STATE LICENSURE.

DENIAL OF LICENSURE

The California Board of Occupational Therapy protects the public by screening applicants for licensure in order 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 the 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.

OTA PROGRAM ACCREDITATION

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.

The Occupational Therapy Assistant Program is accredited by the ACOTE [6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929) Ph: 301-652-2682 FAX: 301-652-7711, www.aota.org] of the American Occupational Therapy Association, Inc. 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) [800 South Frederick Avenue, Ste. 200, Gaithersburg, MD 20877-4150 Ph: 301-990-7979, www.nbcot.org].

SECTION VIII – Additional Policies and Forms

REPORTING ON CAMPUS/OFF CAMPUS INCIDENT

The most current forms are found at:
<http://www.gcccd.edu/formsdepot-hsb/default.html>
Please indicate clinical student instead of employee

Students must immediately report any and all injuries to their clinical instructor if at clinicals, course instructor if on campus, and follow up with OTA Program Director christi.vicino@gcccd.edu.

Call 911 for medical care for emergencies during evening portion of the OTA Program.

A copy of all forms need to be submitted to the OTA Program office within 48 hours of injury/illness/exposure with originals being submitted to the Benefits Office within 48 hours.

ON CAMPUS:

- When a Health Professions student is injured on campus in a non-clinical work experience related accident, illness, or exposure to pathogen/infection, that student would seek treatment and services as any other student.
- You may be treated by your own medical services and insurance and/or go to the campus Health Services office and receive treatment. Be sure to complete an accident report on subsequent page. <https://www.gcccd.edu/formsdepot-hsb/documents/district-injury-illness-rpt-2008.pdf>

CLINICAL SITE:

IN CASE OF AN ACCIDENT/INJURY OR ILLNESS IN THE CLINICAL SETTING

Please use this most current information and forms for any student accident, injury or illness in the clinical setting. In addition to the information below and on the forms, please make sure the lead instructor/coordinator or director of the program is notified immediately.

After assessing the student's needs, you, the student, and the facility can determine if it is an emergency and should be treated at the hospital site immediately or can be sent to a

participating Anthem facility for treatment. [ANTHEM PROVIDER LIST](#) - Also available on OTA webpage under student forms.

- In all cases provide the student with the ***HIPAA Individual Authorization*** form.
 - Student completes;
 - **top portion with student information** on both sides of the form
 - **last box of part B**, if applicable
 - **signatures** at the bottom of both sides of the form

If the site requests the student to be treated where the incident occurred and the student agrees, the student should complete the ***HIPAA Individual Authorization*** form when able to do so and then contact the toll free number for Anthem at 1-866-811-7946 (reference the SAIN Program). The representative will be able to help them with any further steps for insurance purposes. Faculty can also complete the top student information portion if the student is unable to do so and fax it to Anthem so that our insurance company is aware of the situation and can help them further.

If the student is not seen at the hospital where they are currently in their clinical rotation, they will go to one of the participating Anthem facilities with the ***HIPAA Individual Authorization*** form and submit it to the facility upon arrival.

Please note that student insurance is a *secondary insurance* to their own. They will be required to provide proof of personal insurance in all cases and may opt to receive care within their personal insurance network. Even if personal insurance is used, a claim form should still be submitted as it may cover costs that their personal insurance does not cover. If the student does not have personal insurance, then this plan would cover them for this incident with a \$50 deductible.

Any accident, injury or illness must also be reported to the Program Fieldwork Coordinator as soon as possible. **Please contact Joyce Fries at 619-644-7307 and e-mail.** If the program fieldwork coordinator cannot be reached, please contact **Christine Girsch** at **619-644-7149**, Administrative Assistant in the Dean's office or your lead clinical course instructor.

Submit the following form in person to the Health Professions Office in Bldg 34, office #256 or email to: Christine.girsch@gcccd.edu and cc program director within 2 business days. If you have any questions, please call 619-644-7149 or your Program Coordinator.

[HIPAA INDIVIDUAL AUTHORIZATION - ANTHEM](#) – ALSO FOUND ON THE OTA WEBPAGE UNDER STUDENT FORMS



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Injury Illness / Accident Report

☐ Grossmont Campus

Confidential: Pursuant to Education Code.	
Name: Last	First
Address:	
Social Security Number:	Date of Birth
Is injured party covered by insurance? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, list insurance carrier:	
Was there anyone else involved? <input type="checkbox"/> No One <input type="checkbox"/> Another Student	
Witnesses	
Cause of Injury	
Nature of Injury	
<input type="checkbox"/> Animal/Insect <input type="checkbox"/> Vehicle <input type="checkbox"/> Another Student <input type="checkbox"/> Equipment <input type="checkbox"/> Other (Describe):	<input type="checkbox"/> Food/Drink <input type="checkbox"/> Hand Tool <input type="checkbox"/> Building <input type="checkbox"/> Chemicals <input type="checkbox"/> Abrasion <input type="checkbox"/> Bite/Sting <input type="checkbox"/> Bruise <input type="checkbox"/> Burn <input type="checkbox"/> Chemical Exp <input type="checkbox"/> Cut <input type="checkbox"/> Dislocation <input type="checkbox"/> Foreign Body <input type="checkbox"/> Other (Describe):
Briefly describe How and Where the injury occurred: (Injured Party's Statement):	
Supervisor: Department:	
Did injury occur while performing work duties? <input type="checkbox"/> Yes <input type="checkbox"/> No	
When did supervisor know of injury?	
Was first aid given?: <input type="checkbox"/> No <input type="checkbox"/> Yes (Describe):	
Date person given DWC 1 Form (Workers Comp) if needed: _____ Date form was returned: _____	
Injured Party was: <input type="checkbox"/> Returned to Class <input type="checkbox"/> Taken to Hospital <input type="checkbox"/> Sent Home <input type="checkbox"/> Went to ER	
What action has been taken to prevent accident from recurring?	
By signing below I acknowledge that I have read and received HIR	
Injured Party's Signature:	
Report Completed by supervisor:	Title:

04-0744-001W
rev. 2/05/mb

Carbonless Form

WHITE: I

**OCCUPATIO
NAL
THERAPY
ASSISTANT
Grossmont
College**



*professional behavior or clinical standing
issues are not eligible for re-entry application).*

**Program Exit
Form**

Comments:

*Must be completed **thoughtfully** within 2 weeks
of last day of attendance and e-mailed to
Christi.vicino@gcccd.edu for consideration. Exit
Forms that do not show a thorough plan will not be
considered.

Date _____

Name:

_____ **E-**
mail

Address: _____

Class Number: _____ **Month/Year of**
Entry: _____ **Date of Exit:** _____

OTA Courses Completed/Grade

Class	Grade	Class	Grade
--------------	--------------	--------------	--------------

Reason for Leaving:

What are your PLANS for a successful re-entry:
(those exiting due to academic failure,

OTA EXIT INTERVIEW POLICY

Should it become necessary for a student to leave the program for any reason, it is the student's responsibility to complete an OTA Exit Form thoughtfully and e-mail to the OTA Program Director at Christi.vicino@gcccd.edu with 2 weeks from exiting the program. Exit forms that do not show a clear understanding for exit will not be considered. Exit forms that do not show a thorough plan for re-entry will not be considered.

This form will become part of the student's record and will be reviewed by the faculty in considering readmission should the student desire to continue at a later date. It is recommended that students arrange an exit interview with the Program Director.

If a student fails to complete the Exit Interview Form and meet with the Program Director within two weeks of exit, student will lose their eligibility for re-entry. SEE RE-ENTRY POLICY

Should the Exit Interview Form be received during winter break, spring break or summer break, e-mail communications may be utilized by the program director in lieu of face to face meeting.

**GROSSMONT COLLEGE
OCCUPATIONAL THERAPY ASSISTANT
PROGRAM**

and the OTA office along with an updated advisement sheet from counseling sheet indicating general education courses have been completed.

RE-ENTRY POLICY

EFFECTIVE APRIL 2015: (STUDENTS WHO EXITED THE PROGRAM DUE TO ACADEMIC, PROFESSIONAL BEHAVIOR OR CLINICAL STANDING ISSUES ARE NOT ELIGIBLE FOR RE-ENTRY APPLICATION).

1. Procedure for re-entry students.

- a. Exit paperwork must be on file and have been completed thoughtfully within two weeks of exit.
- b. Complete and thoughtful re-entry applications must be submitted prior to February 1 for Fall semesters and August 1 for Spring semester. Re-entry forms that do not show a clear understanding for exit will not be considered. Re-entry forms that do not show a thorough plan for re-entry will not be considered.
- c. Re-entry students will be notified of testing dates available for course competency testing, skills checklist testing and re-entry interview.
- d. Re-entry students must provide documentation of satisfactory physical examination if re-entry is granted.
- e. Re-entry students must complete all admission and clinical requirements and be responsible for the costs associated with these requirements.
- f. Updated transcripts must be on file with the Admissions office

2. Limitations on re-entry:

- a. Re-entry is neither automatic nor guaranteed.
- b. Space must be available in the cohort.
- c. Application must be made so that there is no more than a 1 year absence.
- d. The student would be ineligible for re-entry if all the general education courses are not completed at time of re-entry request.
- e. Re-entry consideration is given to a student only one time to complete the OTA curriculum.
- f. If the student is discharged from the OTA Program for unprofessional conduct or a violation of legal or ethical standards set forth by the Program, then re-entry is not possible.
- g. Students who exited the program due to academic, professional behavior or clinical standing issues are not eligible for re-entry.

** An OTA student who wishes to re-enter the OTA program must pass the OTA skills checklist, course competency examination for each course completed and professional behavior evaluation prior to re-entry. Failure to pass the checklist and/or competency examination and/or professional behavior evaluation will result in denial of re-entry into the OTA Program and count as the student's second and final attempt to re-enter the OTA Program. No OTA Appeals Process will be available to students who have made and failed their final attempt to re-enter the OTA Program.

Occupational Therapy Assistant Program

RE-ENTRY APPLICATION

(The newest OTA Handbook Policy at time of re-entry applies – see OTA website)

NAME: _____

DATE: _____

E-MAIL:: _____

PHONE: _____

1. What is the last date you attended an Occupational Therapy Assistant class at Grossmont College?

Date: _____ Course: _____

_____ Date of Exit

Interview: _____

2. Into what course(s) are you seeking entry?

3. Reason for dismissal: (Please check all that apply).

_____ Unsatisfactory
course performance – not
eligible for re-entry

_____ Professional
behavior issue – not eligible
for re-entry

_____ Safety issue –
not eligible for re-entry

_____ Personal
reasons

_____ Other (Please
explain).

4. Describe any steps you have taken or strategies you are using to change the factors which led to your dismissal/withdrawal, e.g. found reliable child care, saved enough money to work less hours, etc.

5. Please state why you believe you will be able to complete the Program if readmitted.

6. Do you have anything else you would like to tell us? _____ Yes (Use reverse side).

Signature

METHODS FOR ADDRESSING CONCERNS/ISSUES

Background

Most complaints, and/or grievances should be resolved at the department level. Students may request initiation of the appeals process for an unresolved issue and/or problem as it relates to the program. Theory and clinical grades are determined by the instructor of the course and may only be appealed under certain conditions per Education Code 76224. Students are encouraged to work through the chain of command before escalating issues to the highest level. Students who wish to file a grievance through an appeals process should follow the Appeals Policy and Procedure listed below (Adapted from Grossmont College website Student Affairs www.grossmont.edu/campus-life/student-affairs/student-complaints-anddue-process.aspx).

POLICY: NOTE: There are no Appeals Committee meeting dates in the summer as faculty who serve on the committee are not available during the summer.

- Students should first meet with the instructor involved to discuss complaints, issues or concerns within 5 working days of the situation and attempt to resolve the problem at this level.
- If the issue cannot be resolved, the student meets with the OTA Program Director within 5 working days of the situation.
- If the issue cannot be resolved with the OTA Program Director, the student meets with the Division Dean to discuss the issue and seek resolution.
- If the issue cannot be resolved with the Division Dean, the student initiates the appeals process by submitting a letter to the Division Dean who will contact the Appeals Committee Chair.
- The letter should include information about and clearly state the intent to appeal, the nature of the problem and the requested outcome (please see Appeal Process Form in this handbook).
- The Division Dean should receive the letter within 5 working days of the situation.
- The student will be allowed to continue attending lecture/clinical/lab/seminar/simulation until the Appeals Committee meets and formulates a recommendation concerning the appeal.
 - a. 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 clinical.

b. In these circumstances, attendance to class, lab or clinical will be decided by the recommendation of the faculty member involved with the student's issue.

- The Chair of the Appeals Committee will call a meeting to formally review the appeal within 5 working days of the appeal request made by the student.
- The Chair of the Appeals Committee will notify the student by phone and email with the date and time of the appeal hearing.
- The student may call witnesses to the appeal hearing.
- The student must notify the Division Dean in writing with the names of the witnesses prior to the scheduled hearing.

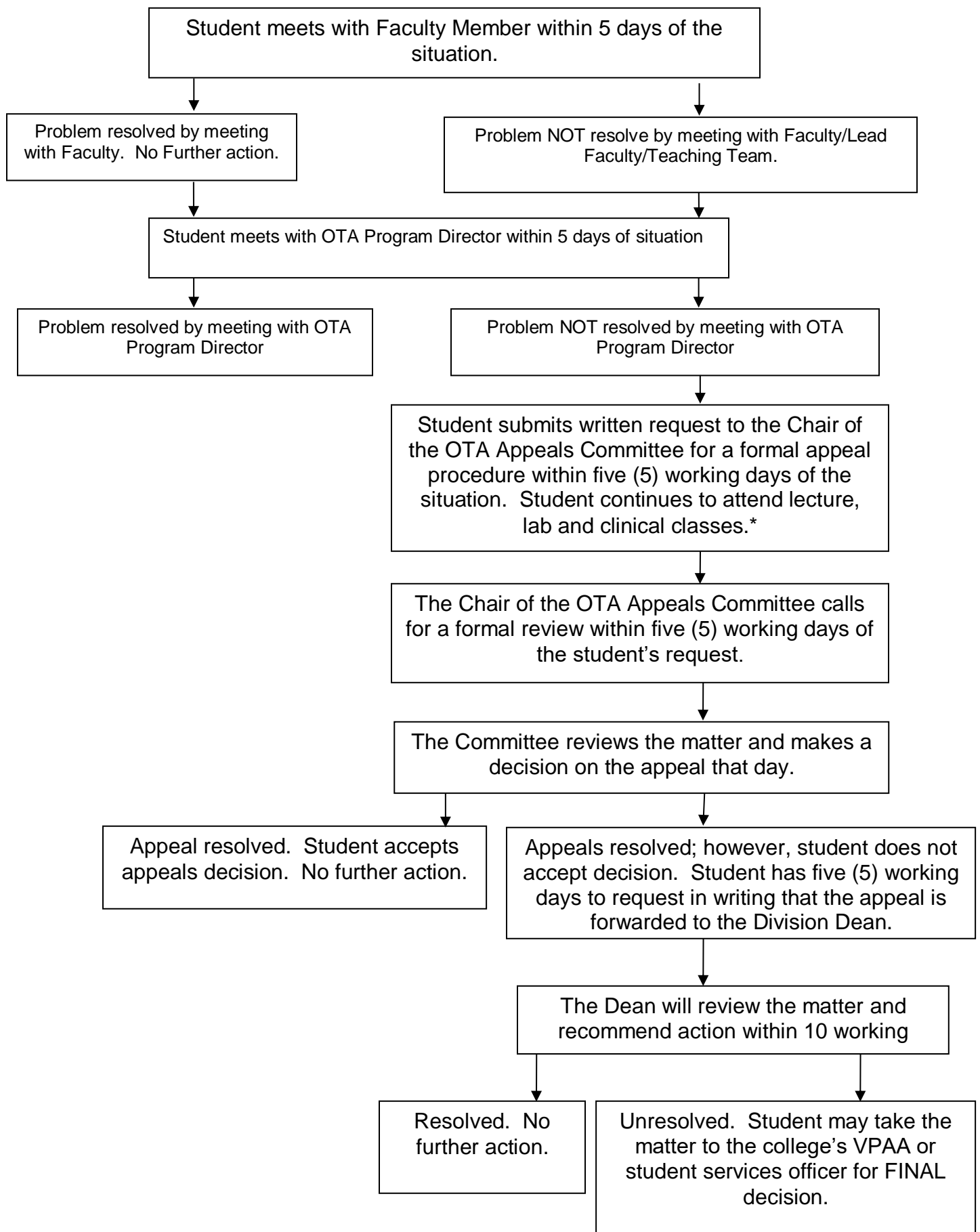
MEMBERSHIP ON THE APPEALS COMMITTEE

- The Chair of the Appeals Committee will be selected from a member of the full-time OTA faculty as needed when the Appeals process has been initiated by a student.
- Each time the Appeals Committee convenes, the Chair will appoint 3 faculty members from the OTA Program and other Health professions programs.
- Neither the Chair nor any faculty member serving on the Appeals Committee will have been directly involved with the issue being appealed.
- No participant on the Appeals Committee may be a licensed attorney or trained as an attorney.
- No attorney may participate verbally during the meeting with the Appeals Committee.

Procedures for the Committee

1. Chair duties:
 - a. Appoint a recorder
 - b. Convene the meeting 30-40 minutes prior to the hearing to review the policy in question and any documents submitted by the student filing the appeal.
 - c. Introduce committee members
 - d. Have all committee members sign a confidentiality statement

- e. State purpose of meeting and student's request
- f. Facilitate the appeal hearing
- g. Call for a vote based on student's request
- h. The Chair renders the decision of the Appeals Committee to the OTA Program Director or Division Dean. The OTA Program Director or Division Dean communicates the outcome of the hearing to the student by phone and in writing within 2 business days.
- i. Maintain minutes of the appeal in a secure file in the Dean's Office.
- j. Provide a summary of the meeting to include: a. A list of those on the committee. b. Results of the vote. c. List of evidence presented by both parties. d. Names of any witnesses that participate in the hearing.
- k. The OTA Program Director maintains a log of all complaints, appeals, and student issues on a secure district server.
- l. The student will have a 30 minute time limit for presentation of any materials to support the appeal.
- m. The instructor will have a 30 minute time limit for presentation related to the appeal.
- n. 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.
- o. The Appeals Committee recommendation will be made by secret ballot.
- p. The Chair will inform the OTA Program Director and/or Division Dean and the faculty member in writing of the Committee's recommendation.
- q. Any decision made at the departmental level may be taken to the Associate Dean of Student Affairs office.



***For issues such as drugs, alcohol, unsafe clinical practice, or other behavioral issues, student may not be allowed to remain in the classroom, lab or in clinical.**

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.
- No appeals will be heard in the summer.

Appeal Process Form

PLEASE NOTE: The student must complete this form in its entirety and submit to the OTA Program Office within 5 working days of the situation.

This is my formal letter of intent to appeal the (state the grievance here).

1. Describe with specific examples exactly what the issue is. Please provide specific examples that support the issue you are appealing.

2. Please state your desired outcome: