



# OCCUPATIONAL THERAPY ASSISTANT

STUDENT HANDBOOK

2023-2024



*(Last updated June 2023)*

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## 1.0 OVERVIEW AND GENERAL INFORMATION

### 1.1 WELCOME

Salt Lake Community College Occupational Therapy Assistant faculty and staff welcome you into the Occupational Therapy Assistant Program in the school of Health Sciences. We are pleased that you have decided to share our love of the Occupational Therapy profession. Our goal is to offer you the technical education that will open doors for you to fill a vital role in service in your community. The information contained in this student handbook will serve as a guide to policies, standards, and expectations of the Occupational Therapy Assistant Department while you are enrolled in the program.

This handbook will be a guide for you as you progress through the program and will be used in conjunction with the Salt Lake Community College Catalog and program syllabi. You are responsible for adhering to these policies. Information you will need to know about college-wide policies and procedures will be contained in the catalog. You may access a copy of the current catalog on [slcc.edu](http://slcc.edu) and keep this as a reference until you have graduated. Information specific to the Occupational Therapy Assistant Program will be contained in this handbook, however the college and the program faculty reserve the right to change the content at any time.

Later in the handbook are policies and procedures related to all areas of the curriculum, including fieldwork and program. Read the information carefully. You will be asked to sign a form indicating that you have read the handbook and agree to abide by the policies and procedures. Failure to adhere to the policies and procedures could result in a probationary status or dismissal from the program.

### 1.2 ADMINISTRATION AND FACULTY

#### OCCUPATIONAL THERAPY ASSISTANT DEPARTMENT

The Occupational Therapy Assistant Program is administered by a Division Associate Dean, Program Coordinator, Fieldwork Coordinator, and program support. The faculty includes three full-time faculty who teach in classes and clinics. All faculty are board-certified, licensed in the State of Utah, and current on their professional development, CPR certification, and continuing education.

#### FACULTY AND FULL-TIME STAFF

**Gabe Byars, MOT, OTR/L**

he/him

Program Coordinator

Associate Professor

**Kristen Courtney, BA, COTA/L**

she/they

Academic Fieldwork Coordinator

Assistant Professor

#### DIVISION OF HEALTH PROFESSIONS

Associate Dean: **David Hess, MS Ed**

Administrative Assistant: **Rebecca Goleniewski**  
Division Numbers: 801.957.6200

## **SCHOOL OF HEALTH SCIENCES**

Dean: Robert W. Pettitt, PhD, FACSM, ATC, CSCS  
Administrative Assistant: LuAnne Holt

### **1.3 PURPOSE OF THE HANDBOOK**

The purpose of the student handbook is to provide students with an informational guide to the Program requirements and expectations. It has been prepared to inform students of the rules, regulations, goals, and functions of the Occupational Therapy Assistant Program. The information in the Handbook applies to all occupational therapy assistant students and must always be adhered to during the Program. Additional information concerning the Program or fieldwork policies may be requested from the Program Director.

### **1.4 SALT LAKE COMMUNITY COLLEGE OVERVIEW**

#### **VISION**

Salt Lake Community College will be a model for inclusive and transformative education, strengthening the communities we serve through the success of our students.

#### **MISSION**

Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

#### **VALUES**

We don't just state our values; we live them through dedicated, collective effort. Our values ground our future endeavors and help us realize our mission of being an open-access, comprehensive community college committed to the transfer education and workforce needs of our students.

- **Collaboration** – We believe we're better when we work together.
- **Community** – We partner with our community in the transformative, public good of educating students.
- **Inclusivity** – We seek to cultivate an environment of respect and empathy, advanced by diverse cultures and perspectives.
- **Learning** – We learn as a college by building outstanding educational experiences for students and by supporting faculty and staff in their professional development.
- **Innovation** – We value fresh thinking and encourage the energy of new ideas and initiatives.
- **Integrity** – We do the right things for the right reasons.
- **Trust** – We build trust by working together in good faith and goodwill to fulfill the College's mission.

## **SALT LAKE COMMUNITY COLLEGE STUDENT LEARNING OUTCOMES**

- Students communicate effectively.
- Students develop quantitative literacies necessary for their chosen field of study.
- Students think critically.
- Students express themselves creatively.
- Students develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners.
- Students develop the knowledge and skills to work with others in a professional and constructive manner.
- Students develop information literacy.
- Students develop computer literacy.

### **SALT LAKE COMMUNITY COLLEGE EQUAL OPPORTUNITY**

It is the policy of Salt Lake Community College to comply with all federal, state, and local authorities requiring nondiscrimination, including, but not limited to Title VI and VII of the Civil Rights Act of 1964, Executive Order No. 11246, 45 CFR Part 90, the Civil Rights Restoration Act of 1987, Title IX of the Education Amendments of 1972, The Americans with Disabilities Act of 1990 (ADA), the Age Discrimination Act of 1975, Genetic Information Nondiscrimination Act of 2008, and Utah's Executive Order, issued December 13, 2006.

The College is fully committed to policies of equal employment and nondiscrimination and works to prevent any form of exclusion from participation in, denial of benefits of, or subject any individual to discrimination, harassment, or prejudicial treatment on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, genetic information, disability, religion, protected veteran status, expression of political or personal beliefs outside of the workplace, or any other status protected under applicable federal, state, or local law.

## **1.5 STUDENT SERVICES**

The [Jordan Student Center \(JC-STC\)](#) on the Jordan Campus offers a variety of services including a college cashier, health center, childcare, health clinic, bookstore, fitness room, and limited food service. Student Services on the Jordan Campus is located at JC-STC information desk in the first-floor commons.

The Lifetime Activities Center on the Redwood Campus is the primary recreational facility for SLCC.

The [SLCC Current Student](#) webpage describes these student services in detail.

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### **A. LIBRARY**

The library system has print books and periodical subscriptions, access to electronic databases and reference titles (which include full-text articles and indexing/abstracting services), e-books, e-journals, online video resources, popular movies, telecourse videos, and more.

Library staff aids with e-Portfolio, research, and reference questions; inter-library and inter-campus loans; and training to assist in using the library's resources and accessing the Internet.

Patrons may access the library's online catalog and full-text database services through any computer on-campus or off-campus via the Internet.

## **LIBRARY LOCATIONS AND HOURS**

The SLCC library system currently has four physical branch locations. For further information, such as hours, locations, and how to contact each branch, view [All Hours & Locations](#).

## **LIBRARY CARD**

Your library card is your SLCC OneCard. OneCard ID Centers are located at the Information Desk in the Student Center at Redwood, and in room W175 at South City. Call 801-957-4022 for more information. Your library ID is your Student "S" number.

Community User Cards for non-SLCC personnel are available at Library Circulation desks for \$20.00 per year. Community borrower cards DO NOT allow home access to databases.

Faculty and students who attend one of the other UALC colleges or Universities in the state may present student IDs from their school to check out materials. Library staff will give them a card to use when checking out material here. Check the UALC website to see if your school is part of the consortium.

Your Library ID is your Student "S" number.

## **LIBRARY STAFF**

Need assistance? Please contact our library staff. They are happy to assist you in any way that they can! They are in the Jordan Health Science (JHS) building, room 235, 801-957-6202.

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## **B. ADVISING AND COUNSELING SUPPORT SERVICES**

The following services provide support for students enrolled in any class at the college.

- [Center for Health and Counseling](#): If you find yourself struggling with your mental or physical health this semester, the Center for Health & Counseling (CHC) provides convenient and affordable health care, mental health counseling, massage therapy services, and healthy lifestyle programs right here on campus. CHC is staffed by experienced, licensed professionals who are attuned to the needs of college students. The services are low-cost and completely confidential. The CHC is located at the Taylorsville/Redwood, South City, and Jordan campuses. For CHC hours, information about CHC services, or to book an appointment please call 801-957-4268 or visit [slcc.edu/chc](http://slcc.edu/chc). If you wish to talk with someone immediately, you may start a free chat or call with a licensed crisis counselor, 24/7 through the [SafeUT App](#) or calling 1 (800)273-8255.
- [Veterans' Services](#): assists hundreds of students in using their VA education benefits each semester.
- [Academic Advising](#): helps students plan, explore, make decisions, access resources and evaluate their academic and career goals.

- To make an appointment with Academic Advising and a variety of other Student Support Services, you can use MySuccess. To access MySuccess, log in to your MySLCC portal, select the Advising Tab, and click “Login to MySuccess” under the find your advisor section. Your homepage will have your Primary Academic Advisor listed at the top (along with a list of services below, and a search bar to find other staff and services). Click on your Primary Advisor’s name to see their availability and to book an appointment. Check your Bruinmail for an email confirmation.

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## C. LEARNING SUPPORT AND TUTORING SERVICES

The following services provide support for SLCC students enrolled in any class at the College. All resources are provided free of charge. Ask your instructor about discipline-specific learning support and tutoring services.

- [Tutoring](#): index of all tutoring resources.
- [STEM Learning Resources](#): provides free tutoring and assistance in math and science courses at five campus locations.
- [Student Writing & Reading Center](#): provides in-person and online feedback on all writing and reading assignments.
- [Library Services](#): provides research help, print and online resources, computers, and study space.
- [ePortfolio Lab](#): provides drop-in assistance for all ePortfolio questions.
- [eLearning Support](#): provides support for navigating online and hybrid classes.
- [Business Resource and Innovation Center](#): provides tutors and study space for students in Business and CSIS courses. Located in BB 226 on Taylorsville-Redwood Campus.
- [Academic Calendar](#): provides important dates for the academic year.
- [Bookstore](#): find course materials and SLCC merchandise as well as information on store hours

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## D. FINANCIAL AID

Information about financial aid provided through SLCC and other venues can be found in the current SLCC College Catalogue. If a student needs more in-depth information/assistance, he/she should contact the Financial Aid Office in the Student Center at the Redwood/Taylorsville Campus.

You may access information about your aid application and financial awards by logging in to:

MySLCC → Student tab → Financial Aid

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## E. SLCC TODAY BLOG



Interested in library news and tutorials? Check out [SLCC Today](#).

## 1.6 STUDENT SUPPORT SERVICES

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### A. GENDER & SEXUALITY STUDENT RESOURCE CENTER (GSSRC)

The Gender & Sexuality Student Resource Center has a strong initiative to enhance the quality of life and educational experience for minoritized gender and sexuality populations. We intentionally serve Womxn and LGBTQ+ in an environment that is welcoming, positive, and safe, by increasing the SLCC community's awareness, understanding, and integration of minoritized gender and sexuality. We will achieve this mission by providing:

- Educational and empowering programs and events
- Resources to Womxn and LGBTQ+ students
- Resources to allies, faculty, staff, and employees
- Awareness and advocacy on terminology, history, empowerment, and systemic change
- A physical space to connect with like-minded individuals, community, and resources at South City Campus in SCM 1-140

To receive support or get involved, contact us: [GSSRC@slcc.edu](mailto:GSSRC@slcc.edu); [slcc.edu/GSSRC](http://slcc.edu/GSSRC); 801.957.3143; Instagram & Facebook (@SLCCGSSRC).

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### B. THE DISABILITY RESOURCE CENTER

SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodations to improve access to learning materials or the learning environment, please contact the Disability Resource Center:

Phone: 801-957-4659

Email: [drc@slcc.edu](mailto:drc@slcc.edu)

Website: [www.slcc.edu/drc](http://www.slcc.edu/drc).

Although pregnancy is not a disability, our DRC advisors are trained to assist with pregnancy related accommodations in addition to disability related accommodations. We strongly recommend any student who is pregnant or becomes pregnant while in the program notify the DRC. This will allow preventative measures to be taken, safety process in place to protect the student and the unborn child and allow for accommodations.

**Due to risk of fetal exposure to radiation and chemicals while in the program it is strongly recommended that all pregnant students work closely with the DRC.**

Watch the following video to learn more about the DRC: [DRC Accessibility](#)

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### C. FOOD, CHILDCARE, AND CRISIS RESOURCES

There are several resources available for students at SLCC:

- For information about SLCC's food pantry for students, please visit the [Bruin Pantry](#).
- For childcare assistance, please visit [Child and Family Care Services](#).
- For information about campus safety, please visit [#SLCCSAFE](#).

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## D. THE OFFICE OF DIVERSITY AND MULTICULTURAL AFFAIRS

The Office of Diversity and Multicultural Affairs (ODMA) provides holistic educational support to Black, Indigenous, and Students of Color at Salt Lake Community College. We empower students to explore and embrace their intersectional identities as a fundamental step for achieving success. We promote this model of student development by offering a welcoming space at the Taylorsville Redwood Campus (STC 236), pairing students with student success coordinators, organizing cultural programming, and providing student leadership experiences and opportunities. For more information about ODMA or to get involved, please visit us at [www.slcc.edu/diversity](http://www.slcc.edu/diversity), 801.957.4954, or on Instagram/Twitter @SLCC\_Diversity, or Facebook: /slccddiversity

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## E. THE DREAM CENTER

The SLCC Dream Center works holistically with undocumented students (with or without DACA) and members of mixed-status families to achieve their personal and academic goals. If your immigration status presents significant obstacles to your success at the College, whether that is engaging in particular activities, fulfilling specific course criteria, or impacting your academic career in any other way, confidential arrangements may be requested from the Dream Center. Please know that arrangements made with the Dream Center will not jeopardize your student status, access to scholarships, or any other part of your residence. To learn more, contact the Dream Center by emailing [dreamcenter@slcc.edu](mailto:dreamcenter@slcc.edu), or on Instagram @slccdreamcenter.

# 1.7 SECURITY AND PARKING

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## A. JORDAN CAMPUS POLICE AND EMERGENCY NUMBERS:

**Emergencies: 911**

**Jordan Campus Police:** 801-957-3800 (Non-emergency)

**Animal Control:** 801-840-4000

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## B. PARKING

SLCC's [Parking Services](#) regulates the sale of digital parking permits, and enforcement of parking rules, including patrolling parking lots and administering fines. Students need a digital parking permit to park on any SLCC campus, except Meadowbrook and West Valley Center. Student parking is marked by yellow lines. Designated student parking is shown on the [Jordan Campus Parking Map](#).

*\*\*\*Disclaimer: SLCC is authorized to regulate parking and traffic and to issue citations on all SLCC campuses by Utah State Code 53B-3-103, 106. Rules and regulations may change at the*

*discretion of SLCC administration. The college is not responsible for theft or damage to vehicles parked on campus. Overnight parking is prohibited, and vehicles left overnight will be impounded.*

## 1.8 TITLE IX

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Salt Lake Community College does not tolerate sex discrimination of any kind including sexual misconduct, sexual harassment, relationship/sexual violence, and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the College's educational programs or activities. If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact: [Director EEO/Title IX](#)

Students may also use the [Online Reporting Form](#).

Students may also report incidents to an SLCC faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Center for Health and Counseling, 801-957-4268. For more information about Title IX, go to the following site: [What Does Title IX Mean For You?](#)

### REPORTING INCIDENTS OF HATE OR BIAS

Salt Lake Community College (SLCC) is committed to fostering a safe and welcoming campus for all students, faculty, and staff; in turn, it is the responsibility of each person at SLCC to join in creating an environment in which others can thrive without fear of hate or bias.

This form may be used to make the College aware of any incidents of hate or bias:

[https://cm.maxient.com/reportingform.php?SaltLakeCC&layout\\_id=90](https://cm.maxient.com/reportingform.php?SaltLakeCC&layout_id=90)

## 1.9 STUDENT RIGHTS AND RESPONSIBILITIES

The Student Code of Rights and Responsibilities governs the behavior of our student body and is for student use. Its purpose is to state the specific authority and responsibility of the College in maintaining social discipline outline the process for a legitimate grievance and establish the proper procedures to be followed to ensure "due process," which protects accused students from the unfair imposition of penalties and sanctions. The Code outlines the specific rights which students are guaranteed, and the responsibilities students have as a community members. It also specifically outlines the procedures for hearing cases of student misconduct, grievances, and academic dishonesty issues.

All students are expected to follow the [Code of Student Rights and Responsibilities](#).

## 2.0 OVERVIEW OF PROFESSION

The rapidly changing and dynamic nature of contemporary health and human services delivery systems requires the entry-level occupational therapy assistant to possess basic skills as a direct care provider, educator, and advocate for the professions.

An entry-level occupational therapy assistant must:

- Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity.
- Be educated as a generalist, with a broad exposure to the delivery models and systems utilized in settings where occupational therapy is currently practiced and where it is emerging as a service.
- Have achieved entry-level competence through a combination of academic fieldwork education.
- Be prepared to work under the supervision of and in cooperation with the occupational therapist.
- Be prepared to articulate and apply occupational therapy principles, intervention approaches, and rationales and expected outcomes as these relate to this occupation.
- Be prepared to be a lifelong learner and keep current with best practices.
- Uphold the ethical standards, values, and attitudes of the occupational therapy profession.

### **Career Opportunities**

Work settings include acute care hospitals, rehabilitation centers/clinics, psychiatric hospitals, community living facilities, home health agencies, community mental health centers, school systems, and nursing homes

## **2.1 CODE OF ETHICS**

The American Occupational Therapy Association published the Occupational Therapy Code of Ethics and Ethics Standard in 2020 in which all OT practitioners should abide. The Code of Ethics represents the values of the profession. These ethical values are applied to the policies of the program in order to help students learn and demonstrate them. Salt Lake Community College Occupational Therapy Assistant Program strongly adheres to the Code and violations are taken seriously.

The Code of Ethics can be found at <https://doi.org/10.5014/ajot.2020.74S3006>.

Key Principles:

- Principle 1. Beneficence: Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.
- Principle 2. Non-maleficence: Occupational therapy personnel shall always refrain from actions that cause harm.
- Principle 3. Autonomy and Confidentiality: Occupational therapy personnel shall respect the right of the individual to self-determination.

- Principle 4. Social Justice: Occupational therapy personnel shall provide services in a fair and equitable manner.
- Principle 5. Procedural Justice: Occupational therapy personnel shall comply with institutional rules, local, state, federal, and international laws, and AOTA documents applicable to the profession of occupational therapy.
- Principle 6. Veracity: Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.
- Principle 7. Fidelity: Occupational therapy personnel shall treat colleagues and other professionals with respect, fairness, discretion, and integrity.

## 2.2 CREED FOR COTAS

This creed outlines and spells out the ethical behaviors which are expected by the Salt Lake Community College Occupational Therapy Assistant student whether in the classroom, on fieldwork, engaged in community-engaged learning or working in the clinic.

*As a Certified Occupational Therapy Assistant, I have a responsibility to the professional group to which I belong, the institution to which I am attached, and the community in which I live. This responsibility requires that I act and speak in such a manner that Occupational Therapy is presented favorably to the institution and the community and the institution is presented favorably in the community. This requires that I maintain consistently high standards of performance as a therapeutically oriented person; that I respect channels of authority and am mindful that if I criticize to outsiders that to which I belong, I degrade myself, whether it is the Association, Occupational Therapy, the institution or the department. The American Occupational Therapy Association will provide me with general standards of performance and a registered Occupational Therapist will provide me with supervision in my work. The welfare of the patient will at all times be uppermost in my mind, his/her dignity as a person will not permit me to be disrespectful of his/her person by 1) discussing him/her with anyone except authorized people, 2) mistreatment physically or mentally, or 3) assuming responsibility for his/her treatment above that consistent with my training and experience. – Author Unknown*

## 2.2 ESSENTIAL FUNCTIONS FOR CAREER SUCCESS

The student in the Occupational Therapy Assistant Program will be required to meet the demands listed below for physical, environmental, visual, and cognitive essential job functions. These demands could be present in the classroom, on field trips, during community-engaged learning, in the OTA/PTA Clinic, on fieldwork placements, or other site visits related to coursework and grading. They are also representative of typical demands expected by community facilities that hire occupational therapy assistants. Students must be able to meet the essential functions of the program with or without accommodations under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act (ADA). Students who cannot meet these will not be successful candidates for job placement in the workforce as occupational therapy assistants.

Physical Demands:

- Sit on a standard chair for extended lengths of time.
- Lift 20-50 pounds occasionally (up to 1/3 of the workday), and 10-25 pounds frequently (more than 1/3 to 2/3 of the workday).
- Be independently mobile within a building and between buildings.
- Travel to and from fieldwork placements, field trips & assigned locations off-campus.
- Show sufficient balance to protect and assist the client(s).
- Demonstrate strength, agility, and flexibility to manipulate and position a client.
- Have endurance and attention to actively engage in classroom activities for the entire required weekly contact hours.
- Have endurance and attention to actively engage in client treatment for an entire full-time work week.
- Reach and grasp bilaterally overhead, in front of the body, to the sides, and down.
- Demonstrate fine motor coordination/dexterity bilaterally to be able to grasp, handle, hold, cut, push, pull and feel.
- Identify and respond to changes in temperature in modalities and in the client.
- Work in confined spaces such as: assisting clients in a bathroom or working in an office with several people.
- Provide individual/group OT services that achieve at least 75% of the professional productivity level requirements at each assigned fieldwork placement.

#### Communication Skills

- Audibly communicate with clarity in person to exchange accurate information on a one-to-one basis, in a small group, large classroom setting, or large group.
- Exhibit legible, properly spelled, and grammatically correct written communications.
- Complete a progress note within 15 minutes.
- Use therapeutic communication: attending, clarifying, coaching, and facilitating, and using and responding to nonverbal communication.
- Communicate effectively, efficiently, and appropriately with peers, faculty, supervisors, other professionals, clients, and their significant others.
- Demonstrate sufficient observational skills to collect data on client performance, and assure client safety during treatment activities.

#### Personal Traits

- Work within clinical environments, which involve exposure to persons with physical and mental disabilities; and to pain, grief, death, stress, communicable diseases, blood and body fluids, toxic substances, noxious odors, and irritating particles.

- Work with a diverse client population including persons of various ages, ethnic, racial, religious, alternative lifestyle, and socioeconomic backgrounds without prejudice or repulsion.
- Conduct oneself in accordance with professional ethics.
- Exhibit teamwork skills and a spirit of cooperation and respect for peers, faculty, supervisors, and other professionals, clients, and their significant others.
- Work around others and alone.
- Function as part of a team including consulting, negotiating, sharing, and influencing.

#### Cognitive/Perceptual Abilities

- Work within clinical environments, which involve exposure to persons with physical and mental disabilities; and to pain, grief, death, stress, communicable diseases, blood and body fluids, toxic substances, noxious odors, and irritating particles.
- Work with a diverse client population including persons of various ages, ethnic, racial, religious, alternative lifestyle, and socioeconomic backgrounds without prejudice or repulsion.
- Conduct oneself in accordance with professional ethics.
- Exhibit teamwork skills and a spirit of cooperation and respect for peers, faculty, supervisors and other professionals, clients, and their significant others.
- Work around others and alone.
- Function as part of a team including consulting, negotiating, sharing, and influencing.

<https://pittcc.edu/academics/academic-programs/health-sciences-division/occupational-therapy-assistant/essential-functions-occupational-therapy-assistant-student/>

## 2.3 PROFESSIONAL ORGANIZATIONS

All students in the Occupational Therapy Assistant Program obtain student membership in the American Occupational Therapy Association (AOTA) and Utah Occupational Therapy Association (UOTA) and maintain their membership throughout the duration of the program.

#### **American Occupational Therapy Association (AOTA)**

6116 Executive Boulevard, Suite 200

North Bethesda, MD 20852-4929

<http://www.aota.org>

#### **Utah Occupational Therapy Association (UOTA)**

PO Box 58412

Salt Lake City, UT 84158-0412

<http://www.utahotassociation.org>

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### A. AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA)



Our national professional organization is the American Occupational Therapy Association (AOTA). Its headquarters are located in Bethesda, Maryland. Students are required to become members of the AOTA to become familiar with the organization, utilize its resources and keep up to date with current practice.

In the year 2017, the association and profession celebrated 100 years of existence. AOTA honored the conclusion of the “Centennial Vision” and has unveiled a new “Vision 2025.” This new vision for the occupational therapy profession builds upon the work of the Centennial Vision and is developed to move the profession into the 21<sup>st</sup> century.

### Vision 2025

“Occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living”

At the AOTA Vision Summit, held in October 2015, pillars were created to help further define and communicate the Vision’s core tenets to key stakeholders, including OTs, OTAs, educators, students, consumers, policymakers, and the general public:

- Effective: Occupational therapy is evidence-based, client-centered, and cost-effective.
- Leaders: Occupational therapy is influential in changing policies, environments, and complex systems.
- Collaborative: Occupational therapy excels in working with clients and within systems to produce effective outcomes.
- Accessible: Occupational therapy provides culturally responsive and customized services.

“Because Vision 2025 builds on the successes of the Centennial Vision, we have the aligned capacity to achieve the outcomes articulated in the vision while expanding our reach to people, populations, and communities,” said AOTA President Ginny Stoffel, Ph.D., OT, BCMH, FAOTA.

Citation: American Occupational Therapy Association. (2017). Vision 2025. *American Journal of Occupational Therapy*, 71, 7103420010. <https://doi.org/10.5014/ajot.2017.713002>

## 2.4 LICENSURE

Graduation from the Occupational Therapy Assistant Program does not guarantee the ability to obtain a Utah state license to practice as an occupational therapy assistant. Licensure is the exclusive right and responsibility of each state. In order to practice as an occupational therapy assistant, students must satisfy individual state requirements, independent of SLCC graduation requirements. It is highly recommended that students consult in advance with the Utah Division of Occupational and Professional Licensing (DOPL), or similar agencies in other states, to find out more about eligibility for licensure. DOPL can be reached at 801- 530-6628 or their website <https://dopl.utah.gov/>

For students who plan to work as an occupational therapy assistant in another state, the student is responsible to determine the licensing requirements for that state. We suggest you start with the website License Finder sponsored by the U.S. Department of Labor. If you have difficulty finding the licensure requirements for your state, please contact your academic advisor or SLCC's state authorization coordinator for help.



## 2.5 CERTIFICATIONS

Graduates will be prepared to take the national certification examination administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT). After successful completion of the exam, the individual will be a Certified Occupational Therapy Assistant (COTA) and eligible for state licensure, which is required to practice in Utah and most other states within the United States.

Information about the exam and certification/recertification can be found at

- <http://www.nbcot.org>

## 3.0 OCCUPATIONAL THERAPY ASSISTANT PROGRAM OVERVIEW

The Occupational Therapy Assistant (OTA) Program at Salt Lake Community College originated in 1992. The program was created to serve the growing needs of occupational therapy within the community and state. The first graduating class commenced in 1994. Since that time, the program has graduated over 350 students who now serve the profession, college, and community.

The Occupational Therapy Assistant Program consists of three semesters of didactic coursework and one semester of full-time fieldwork. Coursework is completed in a cohort model, in which each semester builds on previous semesters. Fieldwork allows the student to apply what is taught in the classroom with clients in community settings. Level I Fieldwork (30 hours x 3) is embedded within the first three semesters. Level II Fieldwork (full-time) is completed in the fourth semester. Fieldwork experiences are assigned by the Academic Fieldwork Coordinator in collaboration with program faculty. Graduates will receive an Associate of Applied Science degree after successful completion of academic and fieldwork experiences.

The Occupational Therapy Assistant Program is a fully "engaged" community-engaged learning program within Salt Lake Community College. This is a unique designation and means that through the activities of the program students become engaged in community service and community-engaged learning. Students learn about civic engagement, the importance of lifelong service and learning, as well as the effect they have as future professionals on global issues, which are embedded into specified Occupational Therapy Assistant coursework. Students are required to spend 150 hours or more involved in community-engaged learning. Students with a "B" average or higher will graduate as "civically engaged scholars."

Students in the Occupational Therapy Assistant Program participate in an outpatient and telehealth OTA Clinic under the direction of supervising faculty. The clinic runs for 10 weeks a semester using a peer mentoring design. Student involvement in the OTA Clinic is part of each student's community-engaged learning coursework.

Graduates comment that community-engaged learning provides a smoother transition from student to a clinician and is a vital part of their education. It has enabled them to learn about our community and the needs of the people who surround us every day in our workplaces, schools, businesses, and homes.

## 3.1 MISSION STATEMENT

The Occupational Therapy Assistant Program is committed to providing students with quality education and clinical expertise.

The program is directed toward advancing and preparing students for:

- Entry-level practice as an Occupational Therapy Assistant
- The national certification examination
- Civic engagement
- Making contributions to local and national professional communities through membership and community-engaged learning assignments.

The Occupational Therapy Assistant Program at Salt Lake Community College will work to achieve its mission by:

- Engaging students in learning experiences to acquire, synthesize, integrate and assess intervention in areas of health and disability
- Providing a firm base of generalized education encompassing an introduction to the many aspects of occupational therapy practice that can be applied to traditional and emerging areas of practice
- Providing students with opportunities to utilize existing community resources and to develop professional contacts
- Designing curriculum to enhance student acquisition of knowledge, skills, and attitudes necessary for successful performance as occupational therapy practitioners in the community

## 3.2 PROGRAM PHILOSOPHY

The Occupational Therapy Assistant Program bases its philosophy on the belief that individuals can best facilitate their own physical and mental well-being through active involvement in occupations that have intrinsic meaning to their daily existence (Wilcock, 2006).

The occupational therapy assistant (OTA) collaborates in the occupational therapy (OT) process with the occupational therapist. The OTA motivates and facilitates an individual's ability to function and adapt as life is ever-changing in dynamic environments. The sequential progression for occupational therapy intervention includes activities, occupations, methods, and tasks to meet the needs of the person and facilitate positive occupational performance outcomes (AOTA, 2020)

Generalist training coupled with expectations identified in the local industry is the basis for the competent entry-level OT practitioner.

Faculty members believe learning should be an integrated connection between course design, outcomes, and teaching. Students can develop affectively (positive attitudes and motivation), behaviorally (competent performance), cognitively (intellectual connections through reflection), and socioculturally (as members of OT cohorts). Student networking with faculty and other

professionals enhances professional conduct. Instruction and learning become interactive through clinical observations, problem-solving, clinical reasoning, and collaboration.

The Salt Lake Community College Occupational Therapy Assistant Program's student learning outcomes utilize the college-wide student learning outcomes as a basis for all learning. Each course syllabi within the OTA Program outlines how the overall college learning outcomes align with the specific learning outcomes needed for successful completion of the course. The specific learning also aligns with the Accreditation Council for Occupational Therapy Education standards for OTA Programs.

American Occupational Therapy Association. (2020). Occupational Therapy Practice Framework: Domain and Process. 4<sup>th</sup> Edition. American Journal of Occupational Therapy, vol 74 suppl 2

Wilcock, A.A. (2006). An Occupational Perspective of Health. 2<sup>nd</sup> Edition. Thorofare, NJ: Slack Incorporated.

### 3.3 PROGRAM OUTCOMES

Upon completion of the Occupational Therapy Assistant program, you must have the skills and knowledge needed for board exams and demonstrate entry level competency as an occupational therapy assistant.

- Graduates will acquire substantial foundational knowledge of the professions.
- Graduates will acquire substantial therapy skills.
- The program graduates will pass the national board certification of occupational therapy assistant examination.
- Graduates with certification will obtain employment in occupational therapy or their chosen field.
- Employers will report that our graduates are competent at their jobs.
- The program graduates will be effective in verbal, written, and non-verbal communicators with patients, peers, and others.

### 3.4 CIVICALLY ENGAGED SCHOLARS

According to the Thayne Center for Service Learning, "The Civically-Engaged Scholar program provides a structure for students to develop knowledge and skills to become active members of their communities. The program enhances both academic learning and volunteer experience. Personal and academic knowledge deepens as students critically reflect on their civic participation in our community. Civically Engaged Scholars stand out as leaders who strive to impact our communities for the better."

Occupational Therapy Assistant students graduate as Civically Engaged Scholars through the Salt Lake Community College's Thayne Center by maintaining a B average or above and completing graded community-engaged learning projects within the OTA Program. Community-engaged learning assignments may take up to 10-15 hours of additional homework time and may require nominal expense and travel. Students are instructed to budget accordingly and carpool whenever possible. Some projects may require the student to ask the facility or community site

to help with additional funds to complete a project. Projects will either be assigned by instructors or some projects will rely on students to arrange their own projects. All projects must be prior approved by your course faculty instructor before implementation and must relate to course topics.

Students completing all the requirements of the program are recognized by:

- Receiving certificates of achievement
- Wearing cords of distinction at the commencement
- Receiving special recognition of their accomplishments at the commencement
- Having the Civically Engaged Scholar distinction noted on their Salt Lake Community College transcript
- Being honored at a Thayne Center celebration with students, staff, faculty, and administrators

For more information related to Service Learning, see the community-engaged learning website <http://www.slc.edu/thaynecenter/>

### 3.5 STUDENT OCCUPATIONAL THERAPY ASSISTANT CLUB (SOTA)

The Student Occupational Therapy Assistant Club (SOTA) is an active student club recognized on campus and by the American Occupational Therapy Association. It is a wonderful way to become professionally socialized into the world of occupational therapy. Occupational Therapy students across the nation are involved in their student clubs.

The club meets twice a month with both first and second-year students in the fall semester. In the spring semester, the first-year students take over selected club positions and activities.

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#### ROLES AND RESPONSIBILITIES

President	Conducts and presides at all regular meetings Attends ICC meeting once monthly Appoints committee as needed Manages all officers to ensure all duties are covered Represents club whenever necessary Communicates with club advisor and/or Program Coordinator/faculty
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Vice President	Attends all regular meetings Attends ICC meeting once monthly Reports on SLCC club policies and/or changes in policy Registers SOTA each fall with Clubs/Associations Assist Service/Activities Committee to file paperwork with Student Life and Leadership
Treasurer	Attends all regular meetings Manages and collect all dues and/or funds associated with SOTA Club Maintains club banking account including deposits, withdrawals, and statements
Historian 2-3	Attends all regular meetings Documents all SOTA activities/projects Keeps a log of activities date, time, and type of service Coordinates with Historians, President, and advisor/program direction to obtain information to be added to the website
Secretary	Attends all regular meetings Takes attendance of members at each SOTA meeting Records meeting minutes at each meeting E-mails meeting minutes to advisor; Prints and places in a notebook accessible to all members Completes roll call

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## ASSISTANCE WITH OTHER ORGANIZATIONS

### A. UTAH OCCUPATIONAL THERAPY ASSOCIATION (UOTA):

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#### Representative:

- Must be a UOTA member
- Attends all regular meetings
- Attends all UTOA Student Task Force meetings and assist with those initiatives
- Reports on all changes/news concerning OT
- Informs students of the benefit of UOTA membership
- Co-chairs the UOTA Student Task Force.

### B. ASSOCIATION OF STUDENT DELEGATES (ASD)

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#### AOTA Representative of the SLCC OTA Program:

- Must be an AOTA member
- Member of the Association of Student Delegates
- Attends all regular meetings
- Reports on all changes/news concerning OT nationally obtained via AOTA
- Attends AOTA Annual Conference as delegates and prepares a presentation for SOTA members about the conference

#### C. PROGRAM ADVISORY COMMITTEE (PAC)

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Student Representative:

- Attends all regular meetings 2-3 times yearly
- Attends all PAC meetings and reports

#### D. SERVICE AND SOCIAL ACTIVITIES STANDING COMMITTEE

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Members:

- Communicates with SOTA Club Advisor about supplies needs and receives permission from the advisor for each project and activity
- Fills out required forms to document activities for submission to ICC
- Collaborates and plans at least one (1) service activity and at least three (3) social activities per semester
- Collaborates with the SOTA Club

## 3.6 PROGRAM CURRICULUM

### Course Schedule for AAS Occupational Therapy Assistant

#### PRE-REQ YEAR

Semester: Fall		Semester: Spring	
Course	Cr/Hr	Course	Cr/Hr
MATH 1010 College Algebra or Math 1040	4	PSY 1100 Life Span Growth & Development	3
ENGL 1010 Introduction to Writing	3	COMM 1010 Elements of Effective Communication	3
BIOL 2320 & 2325 Human Anatomy with Lab	4	OTA 1020 Introduction to Occupational Therapy Assistant	3
<b>TOTAL</b>	<b>11</b>	<b>TOTAL</b>	<b>9</b>

#### FIRST YEAR

Semester: Fall	
Course	Cr/Hr
OTA 1100/1105 Functional Anatomy Lecture	3
OTA 1105 Functional Anatomy Lab	3
OTA 1120 OT Modalities I Lecture	2
OTA 1130 OT Modalities I Supervised Instruction	3
OTA 1140 Physical Dysfunction Lecture	3
OTA 1150 Physical Dysfunction Supervised Instruction	3
OTA 1170 Physical Dysfunction Fieldwork I Experience	2
OTA 1180 OT Domain & Process	2
<b>TOTAL</b>	<b>21</b>

Semester: Spring	
Course	Cr/Hr
OTA 1210 OT Professional Issues I	2
OTA 1220 OT Modalities II Lecture	2
OTA 1230 OT Modalities II Supervised Instruction	3
OTA 1240 Physical Dysfunction II Lecture	3
OTA 1250 Physical Dysfunction II Supervised Instruction	3
OTA 1270 Pediatrics Fieldwork I Experience	2
OTA 1280 Pediatric/Adolescent Lecture	3
OTA 1290 Pediatric/Adolescent Supervised Instruction	3
<b>TOTAL</b>	<b>21</b>

## SECOND YEAR

Semester: Fall	
Course	Cr/Hr
OTA 2310 OT Professional Issues II	2
OTA 2320 OT Modalities III Lecture	2
OTA 2330 OT Modalities III Supervised Instruction	3
OTA 2340 Psychosocial Lecture	3
OTA 2350 Geriatrics Lecture	3
OTA Geri-Psych Fieldwork I Experience	2
<b>TOTAL</b>	<b>15</b>

Semester: Spring	
Course	Cr/Hr
OTA 2450 Fieldwork II Experience Part I	6
OTA 2460 Fieldwork II Experience Part II	6
<b>TOTAL</b>	<b>12</b>

## 3.7 ACCREDITATION

The Salt Lake Community College Occupational Therapy Assistant program holds accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE)

### Accreditation Council for Occupational Therapy Education

6116 Executive Boulevard, Suite 200

North Bethesda, MD 20852-4929

Phone: 301.652.6611

Email: [accred@aota.org](mailto:accred@aota.org)

## 3.8 PROGRAM ADMISSIONS

### GENERAL ADMISSIONS REQUIREMENTS

For current admissions requirements and procedures, please visit the [OTA Admissions](#) page.

## 3.9 GRADUATION REQUIREMENTS

To graduate from the Occupational Therapy Assistant at Salt Lake Community College, a student must complete the prerequisite and program coursework, as outlined above. Achievement of a “C” grade or is required for all OTA curriculum courses. For more information on graduation and to apply for graduation, please visit the SLCC [Graduation Office](#).

## 4.0 PROGRAM ADMINISTRATION AND ACADEMIC POLICIES

### 4.1 POLICIES AND PROCEDURES

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#### A. STUDENT CONDUCT

The **Student Affairs Code of Student Rights and Responsibilities** governs the behavior of the student body. As members of the academic community, students enjoy the privileges and share the obligations of the larger community of which the College is a part. With membership in this community come obligations, which are consistent with goals of personal and academic excellence. These obligations include acceptance of a code of civilized behavior as defined by the **Student Affairs Code of Student Rights and Responsibilities**.

#### B. STUDENT HEALTH

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##### I. STUDENT INSURANCE

With the Affordable Healthcare Act, SLCC no longer offers Student Accident Insurance. Students are responsible for their own medical insurance coverage. Information about available plans can be found at <https://www.healthcare.gov>. NAHGA Claim Services will continue to process any student accident insurance claims that are still open as well as any new claims that occur up to the deadline.

Inadequate personal healthcare insurance coverage may affect clinical placements due to specific clinical affiliate requirements.

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##### II. SLCC - WORKERS' COMPENSATION AND INJURY REPORTING



Workers' Compensation is a no-fault insurance system that pays medical expenses for students injured while participating in a clinical rotation.

Workers' Compensation Claims:

<https://sasbot.slcc.edu/webforms/workerscomp/employee/login.aspx>

Report injuries immediately to the Academic Fieldwork Coordinator; also report to SLCC Risk Management by the next business day.

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### III. SUICIDE PREVENTION

The Most Common Warning Signs of Suicide:

- Ideation – talk of suicide, researching suicide means, preoccupation with death
- Substance abuse – increasing abuse of drugs or alcohol
- Purposelessness – lacking meaning or purpose, having no reason to live, a sudden loss
- Anxiety – restlessness, inability to sleep, panic, and anxiety
- Trapped – feeling there is no way out, stuck in unbearable pain
- Hopelessness – depression, despair, feeling like a burden to others
- Withdrawal – isolating oneself from friends, family or others, feeling alienated
- Anger – exhibiting uncontrolled rage or wanting to seek revenge
- Recklessness – thoughtless or impulsive engagement in risky activities
- Mood changes – is playing extreme or dramatic changes of mood or behavior
- Other – getting affairs in order, having a suicide plan, past suicide

**For immediate assistance call the 24-Hour Crisis Line 801.587.3000**

#### SUICIDE PREVENTION PROTOCOL

The Suicide Prevention Protocol provides education and guidance to faculty, staff, students, and other members of the college community to help prevent student suicide at SLCC. College community members should be able to effectively assist students who have:

1. Engage in suicidal behavior and may be in need of emergency medical attention,
2. Communicated a suicide threat and may be at imminent risk for suicidal behavior,
3. Exhibited warning signs for suicide and may be at some risk for suicidal behavior.

#### Definitions

- Suicide: Death from an injury which is self-inflicted and by which the student intended to kill himself or herself.
- Suicidal Behavior: Any potentially injurious behavior which is self-inflicted and by which student intends, or gives the appearance of intending, to kill himself or herself.
- Suicide Threat: Any interpersonal action, verbal or non-verbal, that a reasonable person would interpret as communicating or suggesting that suicidal behavior may be imminent.

- Suicidal Ideation: Any self-reported thoughts or feelings about engaging in suicidal behavior.
- Suicide Plan: A proposed method of self-inflicted injury through which the potential and intentional outcome is death.

## Protocol

In the event a member of the college community learns, either directly or indirectly, that a student has a) engaged in suicidal behavior, b) communicated a suicide threat or c) exhibited warning signs for suicide, that student should be referred for assistance according to the procedures outlined below.

## PROCEDURES

### Suicidal Behavior

Any member of the college community who learns that a student has **just engaged in suicidal behavior is in the process of engaging in, or is about to engage in suicidal behavior**, should immediately report this behavior to emergency personnel by calling 911 or Public Safety 801-957-3800. If possible, provide responding emergency personnel with any pertinent information that is known about the student.

Contact the Dean of Students as soon as possible at 801-957-4776. The Dean may then consult, activate and/or convene other Behavioral Intervention Team (BIT) members to help coordinate information, identify support strategies, and develop/implement a follow-up action plan. If the Dean of Students is not available, please contact the Director of Student Conduct and Support Services at 801-957-3133.

### Suicide Threat

Any member of the college community who learns that a student has **communicated a suicide threat** should contact the Dean of Students as soon as possible at 801-957-4776 or 801-450-3920. The Dean may then consult, activate or convene other BIT members to help coordinate information, identify support strategies, and develop/implement an action plan.

If the Dean of Students is not available, please contact the Director of Student Conduct and Support Services at 801-957-3133 or 801-815-7012.

A student who has communicated a suicide threat may be required to be assessed by a mental health professional to determine the level of suicide risk.

The assessment may be performed by a counselor at the Center for Health and Counseling, a mental health professional in the community, or a crisis worker at a hospital emergency room. All suicide threats should be taken seriously. No attempt to independently evaluate the validity or imminence of the suicide threat should be made by a non-professional.

If at any point it seems reasonable to assume that **suicidal behavior is imminent**, especially if the student is uncooperative with attempts to help, call 911 or Public Safety 801-957-3800. Share the student's name, description, details of the suicide threat, and location/destination (if known). Safety officers can check on the student and take them into custody, as appropriate, to be evaluated for suicidal risk.

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## Warning Signs of Suicide

Any member of the college community who learns that a student is **exhibiting warning signs of suicide** but has not engaged in suicidal behavior or communicated a suicide threat should contact **the** Center for Health and Counseling at 801-957-4268, for consultation and support, especially if the student is **exhibiting suicidal ideation**. The Dean of Students should also be notified.

For immediate assistance with a student, if the Center for Health and Counseling is closed, the 24-Hour Crisis Line 801-587-3000 provided by the University Neuropsychiatric Institute at the University of Utah can be called. **A Mobile Crisis Outreach Team** is also available at this number for an on-site assessment and crisis intervention.

A student may also be referred directly to the Center for Health and Counseling for counseling and encouraged to make an appointment on their own. However, with the student's permission, a call may be made on their behalf together with the college community member, and/or the student can be accompanied to make the appointment.

## Training

Further education and training in identifying and assisting emotionally distressed and at-risk students are provided by the counseling staff at the Center for Health and Counseling and are available upon request. To inquire about training, contact Scott Kadera at (801) 957-4268 or [scott.kadera@slcc.edu](mailto:scott.kadera@slcc.edu).

Sourced from <http://www.slc.edu/bit/suicide-prevention.aspx>

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## C. OCCUPATIONAL EXPOSURE/EMERGENCIES

Students entering the occupational therapy assistant profession must understand that many procedures performed by a therapist expose him/her to bloodborne pathogens requiring strict adherence to Organization for Safety Asepsis and Prevention (OSAP) infection control protocols and universal precautions as outlined in detail in the SLCC Bloodborne Pathogens Policy and training module presented by the SLCC. Students will be required to complete and test at an acceptable level in this training module before being allowed to work in the clinical setting.

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### IV. Bloodborne Pathogens

All OTA students will take proper precautions when working around bodily fluids. Every precaution must be taken when working around blood or other bodily fluids to avoid exposure to bloodborne or other pathogens. In any health science program, there is a chance you may be exposed to bodily fluids and/or bloodborne pathogens.

Please refer to the Salt Lake Community College bloodborne pathogens policies and exposure control plan.

- [Salt Lake Community College Bloodborne Pathogens Policy](#)
- [Salt Lake Community College Risk Management Incident Report Form](#)
- [Salt Lake Community College Workers Compensation Claim Form](#)

School of Health Sciences Student Requirements for Bloodborne Pathogens:

- The student is required to follow the clinical affiliate written exposure control plan.
- Prior to attending, SLCC requires all students to show proof of vaccination series or titer.
- The student is required to use all forms of personal protective equipment to include eye protection, gloves, gown, mask, lab coats, face shields, mouthpieces, resuscitation bags, pocket masks, or other devices when exposure is suspected.

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### V. EXPOSURE PROCEDURES

The treatment to prevent HIV infection after a potential exposure is a multiple drug therapy that, when first administered within 1-2 hours of the significant exposure, has been shown to result in a 79% decrease in HIV seroconversion. The Center for Disease Control (CDC) recommends immediate evaluation of bloodborne pathogen exposures to determine whether or not this treatment should be initiated.

The procedures outlined below should be followed immediately if you feel that you have been exposed. *(It is **critical** that you do not wait to report the incident or to seek medical evaluation. Any significant exposure requires starting treatment within 1-2 hours of the incident.)*

1. Notify your Fieldwork Coordinator and/or supervisor immediately that you have had a bloodborne pathogen exposure.
2. Identify the source of exposure. If you were exposed directly by another individual, get that individual's name and learn how that individual can be reached for immediate follow-up testing if necessary. If you were exposed through a wound inflicted by a needle or other contaminated article, carefully bag and label the item and keep it isolated so that your CI or CC can retrieve it.

3. Fill out and sign exposure paperwork with the Fieldwork Coordinator.
  - a. Students – file an insurance claim with your won medical insurance provider. Students are responsible for their own medical insurance coverage. Information about available plans can be found at <http://www.healthcare.gov>
4. Your individual exposure incident will be evaluated right away by a knowledgeable physician to determine what course of treatment, if any, is required. Anyone significantly exposed should start treatment within 1-2 hours post-exposure.

The College has provided you with this policy and procedure on preventing exposure to bodily fluids and bloodborne pathogens. If you have questions, contact the SLCC Risk Management Administrator (801.957.4533) immediately. Students on fieldwork should consult with their OTA Program Academic Fieldwork Coordinator and community site fieldwork educator.

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#### D. ALCOHOL AND DRUG POLICY AND PROCEDURE

Students are prohibited from attending class or practicum sites while under the influence of alcohol, marijuana, illegal drugs, or prescription drugs. A drug prescribed by a licensed practitioner is permitted provided such use does not adversely affect a student's performance or endanger the health and/or safety of others.

With suspicion of drug intake, use, or abuse; as identified by performance problems or displayed behavior (a reasonable cause basis); faculty will take immediate action. Two or more faculty/administrators will collaborate on the need for a student to have an additional drug screen. A student will be responsible to pay the cost of this additional drug screen. In the case of intoxication, a student will be held at their location until transportation is arranged to transport the student to the designated drug screen site.

If a student is intoxicated or under influence of illegal substances during clinical experience/clinical internship, the clinical site will contact the Clinical Coordinator who will arrange for transportation.

While serving in a capacity representing the College as a student, professional behaviors are expected. A student has the responsibility to refrain from manufacturing and/or distributing, dispensing, possessing, and using or being under the influence of drugs or alcohol on College campuses, Practicum sites, and other sites where the student is representing the college (including but not limited to conference attendance, meetings and study groups). Students who violate this will be subject to discipline, including program dismissal. Violation of the alcohol, tobacco, and other drug policies will be handled through the Dean of Students. The sanctions taken may include but are not limited to referral for assessment by Health and Wellness Services, appearance before the Student Standards Committee, probation, or expulsion. [http://catalog.slcc.edu/content.php?catoid=1&navoid=14#College\\_Policies](http://catalog.slcc.edu/content.php?catoid=1&navoid=14#College_Policies).

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#### E. CELL PHONE AND ELECTRICAL DEVICE POLICY

The SLCC Occupational Therapy Assistant Program recognizes that technology is an important tool for all health care professionals as well as students. Within the program, students will be required to take classes online and within a hybrid format. Many courses also use electronic resources. Electronic devices are encouraged to be used in a way that supplements and supports

learning. However, they are not to be used in a way that distracts from the learning of the student or used in a way that distracts their classmates.

The following policies are in effect in all courses of the Occupational Therapy Assistant Program.

- If you have an emergency and must use your cell phone, please exit the classroom to take the call. If you are discovered reading, sending text messages during class, you could be asked to leave the class and will be counted absent for the class period.
- You are expected to engage in discussion for the class. You may use your computer to access the textbook, take notes, and research the discussion topic. You are discouraged from engaging in activities not directly related to the class, including emailing instructors working on other coursework. If you are discovered engaging in these activities, you will be asked to leave the classroom and will be recorded absent for the class.
- You may not record or publish information from any Occupational Therapy Assistant course without authorization from the course instructor. This includes video recordings, audio recordings, and photographs. Cell phones must be on silent mode during class time.
- Cell phones are not to be used as calculators on exams and texting is not allowed during class lectures and/or discussion time.

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## F. SOCIAL MEDIA POLICY

Students in the Occupational Therapy Assistant Program at Salt Lake Community College are invited to join/follow the official college and program Facebook, Instagram pages at:

- [https://www.instagram.com/slcc\\_hs/](https://www.instagram.com/slcc_hs/)
- <https://www.facebook.com/groups/slccoccupationaltherapyassistant/>

Students in the Occupational Therapy Assistant Program at Salt Lake Community College have the right to develop social media accounts. If a page is created by an individual student, it shall not include the name Salt Lake Community College or Occupational Therapy Assistant anywhere on the page. Students in the Occupational Therapy Assistant Program shall understand that the page is not an extension of the program, the classroom, or the college.

At no time may confidential or personal information about classmates, faculty, or information of a private nature discussed in class be posted on social media. Any student violating this policy will be placed on immediate probation and/or dismissed from the program. Confidential or personal information includes but is not limited to:

- Personal information of a classmate, faculty, and clinical preceptor.
- Academic information of classmates.
- Derogatory comments of a classmate, faculty, and clinical preceptor.
- Classroom discussion/pictures or videos of procedures performed during clinical education.
- Information of the clinical site, patient information, and any other information that may be obtained through the student practicum.

Social media constitutes the following but is not limited to:

- |             |             |         |
|-------------|-------------|---------|
| • Facebook  | • Pinterest | • Lasso |
| • Twitter   | • LinkedIn  | • Vero  |
| • Myspace   | • Reddit    |         |
| • Instagram | • TikTok    |         |

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## G. STUDENT RECORDS

A cumulative record is kept on each student in the program. This record contains admission applications, personal references, immunization records, and other pertinent information such as grades, performance evaluations, tests, etc., and is open to the student for personal review. Any other release of these records is determined by the provisions of the Government Record Access and Management Act of Utah.

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## H. STUDENT REFAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

Personally identifiable information or records relating to a student will not be released to any individual, agency, or organization without the written consent of the student as described in FERPA regulations, except "Directory Information," which may be released upon request unless the student specifically withholds permission to do so (directory information restriction). Information that MAY be released about a SLCC student includes:

- Student name(s)
- Address\*\*
- Telephone number\*\*
- Date of birth
- Major field of study
- Dates of attendance
- Enrollment status
- Degrees and awards received
- Most recent previous school attended
- Participation in activities/sports
- Email address
- Student photograph

*\*\* Address and telephone numbers will not be released except in circumstances described in the School of Health Sciences (SHS) Release of Information form. This form is provided at the SHS Orientation.*

*\*\*\*No information may be released on a student with a "directory information restriction."*

Further information available about FERPA and student records retention is available on the website for the [Office of the Registrar and Academic Records](#).

Students who wish to release personal information regarding the need for special accommodations or disability to a fieldwork educator/site must sign a written release.

Criminal background checks may be released to community-engaged learning and fieldwork placements that require them but only through procedures outlined by the Health Professions Division office.

Transcripts requests or grades must be referred to the Registrar (801.957.4298).

Requests for copies of fieldwork evaluations must be made from the facility with which each student was assigned. After grades are posted, copies of fieldwork evaluations will not be provided to a student.

Students may not provide personal information (phone numbers, addresses, email addresses, etc.) regarding fellow students to any source other than OTA Program academic faculty and fellow OTA students. Classmate information cannot be shared with field sites, clinical fieldwork educators/supervisors, job recruiters, social media, etc.

Occupational Therapy Assistant students will ensure confidentiality of all persons associated with the OTA Program including other students, fieldwork clients, faculty, and clients from the OTA/PTA Clinic in accordance with the Code of Ethics and Salt Lake Community College.

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## **I. ACADEMIC STUDENT ADVISING**

Student responsibility for appropriate and timely advisement in regard to resolving academic difficulties including graduation readiness, financial difficulties, and progression within the program.

- Students will refer questions or concerns on coursework to the instructor of each course.
- Students may, during office hours, consult with faculty for the purpose of advisement on a first-come, first-serve basis. The student will only make individual appointments (other than office hours) if faculty are unable to meet during office hours.
- Adjunct faculty may not have office hour availability as they may be practicing clinicians. Adjunct faculty appointments are to be made at a time convenient for the faculty. Students must make every effort to speak with adjunct faculty during a class break, before, or after class. Students are not to go to an adjunct faculty's place of employment outside of SLCC



for student advising or any have any contact with them at this employment setting unless prior approval has been given by that adjunct faculty.

- Students must be sensitive to the amount of time taken for advisement, especially if other students are waiting to speak with an instructor.
- Students are expected to exercise professionalism and follow a chain of command for the voicing of concerns.
  - Students will first speak to the instructor if the concern regards them or an issue in their class.
  - If the issue is not addressed to the students satisfaction, they may then make an appointment to speak with the Program Coordinator.
  - If the issue remains unresolved, the students may schedule an appointment to speak with the associate dean.
  - If the student feels that the issue has not been appropriately resolved, they may reach out to the Dean of Health Sciences.
  - The Deans decision on a matter is final.
- Students are expected to meet with the occupational therapy academic advisor at least once per semester to ensure all coursework is progressing towards graduation.
- Students having financial difficulty, making it difficult to continue with the OTA Program should also meet with the occupational therapy advisor to receive resource information about tuition waivers, scholarships, or financial aid. Scholarship information can be found through the Financial Aid Office or at: <http://www.slcc.edu/financialaid/>

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## J. STUDENT DRESS CODE

All students in the OTA Program will reflect a professional appearance of the health care worker during academic preparation, field trips, community-engaged learning contacts, OTA/PTA clinic, and fieldwork. Students will be required to wear uniforms (OTA polo shirt) and identification badges on field trips, for guest speakers, fieldwork sites, and for OTA/PTA Clinic involvement.

**Background information:** Choice in dress and appearance is based on cultural beliefs, personal identity, and often comfort. Habitual practices may take time to modify. Cost may be a factor in changing wardrobes and establishing a professional presence. Initiation of this effort begins in the classroom in the first semester of the professional OTA Program.

Professional behaviors will be emphasized to enhance the students' judgment and employability throughout the program. Students will be encouraged to consider their image to clients, the community, and each other. Clients can be offended or distracted if a student or therapy practitioner does not have a professional appearance. Students will be asked to dress professionally when completing fieldwork, during field trips or community-engaged learning, for guest speakers, job fairs, presentations in class and outside of class, and other special occasions.

Fieldwork experiences may require a prescribed dress code. In those instances, the student will adhere to the facility's policy on uniforms/dress. The student should confirm the appropriate dress code during initial contact with the fieldwork site, so dress appropriately from the first day.

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## I. PERSONAL APPEARANCE

- Cleanliness and appropriate grooming
- Clean, non-wrinkled clothing
- Simple jewelry to include watches, low profile rings, simple pierced earrings
- Little or no perfume
- Clothing must be comfortable and functional for tasks involving bending, reaching, and lifting
- Shirts long enough to cover midriff and buttocks with reaching, bending, and twisting
- Shirts high enough to cover chest hair or cleavage
- Undergarments must be hidden from sight
- Clean, well-trimmed, and groomed fingernails
- No artificial or long nails.
- Shorts/dresses/skirts no higher than 2" above the knee when seated

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## II. OTA PROGRAM UNIFORMS

- Polo Shirt with SLCC and OTA logo
- Name badge
- Tailored slacks: khaki, blue, or black
- Socks (no holes)
- Closed-toed shoes

**Polo shirts can be purchased through the Student Occupational Therapy Association**

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## III. PROCEDURE FOR NON-COMPLIANCE OF THE DRESS CODE:

- Students are encouraged to bring a 2<sup>nd</sup> set of clothing to be placed in their locker in the event that clothing worn to class is unacceptable.
- Students will receive verbal communication that the dress code is not being met.
- A student who has received a verbal warning and has not corrected the dress code, or continues to arrive to the learning environment in inappropriate clothing will receive a written warning.
- Students in violation of written violation will receive a probationary letter. If the student is in a classroom or clinic situation, the student will be asked to change clothing to meet the dress code. If the student does not have any other clothing, he/she may temporarily wear donated clothing owned by the program if the student wishes to stay in the class.
- A student will be dismissed from class if they refuse to conform to dress standards or wear departmental clothing and the absence will be considered unexcused.

## 4.2 COMPLETION POLICY:

Students selected for the Occupational Therapy Assistant Program must meet the following criteria in order to maintain placement in the program.

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#### A. GRADING POLICY

95-100%	A	78-79%	C+
90-94%	A-	<b>75-77%</b>	<b>C</b>
87-89%	B+	71-74%	C-
83-86%	B	67-70%	D+
80-82%	B-		

**\*\* Course retake required for C (76%) and below\*\***

Achievement of a grade of “C” or better is required in all OTA curriculum courses.

Grades of C- or below (74%) will require the student to be placed on probationary status and retake the course or courses within one academic year or the next time the course is offered.

Students who receive a C- or below in either a course that has a co-requisite designation will be required to register, pay for, and retake BOTH courses within one year to continue placement in the OTA program. A student who does not retake both courses within one year will be dismissed on the records of the OTA Program.

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#### B. COMPLETION OF ASSIGNMENTS

Students are expected to demonstrate professional behavior by turning in assignments at the beginning of the class period or when asked for by the instructor on the due date outlined in the course syllabus or as instructed by the instructor of the course in order to receive full credit.

In case of an absence, the assignment must be submitted to Canvas by the assigned deadline.

Students are not allowed to turn in an assignment for another student.

All assignments given by an instructor must be turned in regardless if the due date is passed. If the assignment is not turned in, it is considered a violation of the Code of Ethics and will result in probation.

All assignments turned in within 24 hours of the assigned deadline will receive 50% credit. The assignment must be submitted correctly, per instructor/course preference as outlined by the assignment instructions and rubric within 24 hours of the posted assignment deadline in order to receive 50% of the earned score. For example, if the grade earned is 80%, the score would be 40% or half of the earned score, no exceptions.

Assignments turned in over 24 hours past the assigned deadline will receive a 0% score, no exceptions. It is the option of the instructor to review the late assignment and provide feedback.

Assignments are expected to be of professional quality, legible, and in the correct file format. If assignments are considered illegible, they will be returned to the student and considered “late.” If there is a question of legibility it is the student’s responsibility to ask the instructor if the work is acceptable. Handwritten work should be in black or dark blue ink. Preference for all work is that it be word-processed with 12 pt. font, double spaced, and spell checked. Each instructor may provide their own preference for formatting.

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### C. TESTING AND QUIZZES

If a quiz or exam is to be taken in the Testing Center, a time will be determined by faculty and communicated to the students. Students who do not take a test within the scheduled time will receive a “0” (no credit) and not be allowed to retake the exam. Students are responsible for scheduling their test with the Testing Center.

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### D. SCHOLASTIC INTEGRITY

Each student is charged with the responsibility of maintaining scholastic integrity. When written assignments require excerpts from material published by others, the student must give full credit to the author to avoid the possibility of plagiarism. Any student violation of scholastic integrity for academic misconduct as defined below is subject to program dismissal.

Students must do their own work. If someone else’s ideas are used in written work, they must be referenced accordingly. All students are expected to be academically honest. Every effort will be made by faculty to discourage any type of cheating. Cheating includes, but is not limited to, printing exam questions from Canvas; sharing data with other students about exams; copying tests, assignments, etc.; collaborating with another student during an exam or in preparing academic work; or otherwise practicing scholastic dishonesty. Awareness of academic dishonesty by a classmate is considered the equivalent of cheating unless it is reported.

*\*\*\* Copying and pasting Instructor notes to complete assignments is considered plagiarism. Copying each other’s assignments is cheating. Complete assignment in your own words while utilizing instructor notes.*

### DEFINITIONS OF ACADEMIC MISCONDUCT

1. **Aiding Cheating or Other Acts of Academic Dishonesty:** Providing material or information to another student with the knowledge that this material or information will be used to

deceive faculty. Students are strongly encouraged to safeguard passwords and passcodes that grant access to college resources, databases, email, and other systems. Sharing of passwords and passcodes that lead to academic dishonesty is grounds for disciplinary action.

2. **Cheating:** Unauthorized use of notes or study aids, or acquiring information from another student's papers, on an examination; obtaining a copy of an examination or questions from an exam prior to taking the exam; altering graded work with the intent to deceive another person to do one's work and then submitting as one's own name; allowing another to take an examination in one's name; submitting identical or similar papers for credit in more than one course without obtaining prior permission from the instructors of all the courses involved.
3. **Data Misrepresentation:** Fabricating data; deliberately presenting in an assignment data that was not gathered in accordance with assigned guidelines or deliberately fabricated; or providing an inaccurate account of the method by which the data was gathered and generated.
4. **Plagiarism:** Presenting within one's own work the ideas, representations, or words of another person without customary and proper acknowledgment of that person's authorship is considered plagiarism. Students who are unsure of what constitutes plagiarism must consult with their instructors. Claims of ignorance will not excuse the offense.
5. **Unauthorized Access to Computerized Academic or Administrative Records or Systems:** Unauthorized access to computerized academic or administrative records or systems means viewing or altering the College's computer records without authorization; copying or modifying the College's computer programs or systems without authorization; releasing or dispensing information gained through unauthorized access; or interfering with the use or availability of computer systems or information. Also, when College-sponsored activities are held at locations owned or managed by other institutions or organizations, the unauthorized use, viewing, copying, or altering of those institutions' computer records, systems, or programs would similarly constitute a violation of academic integrity.
6. **Unprofessional or Inappropriate Behavior within a Clinical, Field, or Internship Experience:** Conduct that is considered to be lewd, indecent, obscene, inappropriate, and/or non-compliant with professional or accreditation standards; or a violation of clinical or other affiliated site expectations or guidelines; or a violation of federal or state laws.

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## E. PROBATION

Students will follow guidelines and understand their rights and responsibilities regarding grades and professional/ethical behaviors. Failure to follow guidelines could result in probation and/or dismissal.

Probation will supersede direct dismissal from the OTA Program unless indicated in other policies. Probationary status can be the result of any one or more of the following reasons as noted below. Reasons for probationary status have been outlined in this student handbook.

Unprofessional behaviors can directly result in probation or dismissal based on the severity and

implication of the offense. Although every effort is made to outline specific instances, not every instance can be addressed in the handbook and may need to be dealt with on an individual basis.

Once a student is on probationary status, they will remain on probation for the duration of the OTA Program until officially graduated.

**Probation Will Result From:**

1. Three (3) absences in one course.
2. Five (5) throughout the program in one semester.
3. Loss of all participation/professionalism points in any one class.
4. One (1) violation of the OTA Program's Code of Ethics policy. The standard of ethics and conduct for the occupational therapy assistant student is dictated by those moral and personal qualities inherent in the professional role, i.e., honesty, responsibility, dependability, accountability, and concern for others.
5. Violations of significant consequence or behavior that is:
  - Problematic to self/others
  - Clearly observable, irresponsible, or destructive
  - Directly reflective of the program or profession in a negative manner
6. One (1) violation of the Student Confidentiality Policy.
7. Non-compliance to the Professional Presence/Uniform/Dress Code more than once per semester.
8. Receiving one "C-" grade (74%) or below in any OTA curriculum course.  
Note: Students will be able to track their grades via Canvas. If marginal academic or professional performance is in question at midterm, the faculty and student are expected to discuss performance and set up a learning contract in order to help the student become successful in the course. Students are ultimately responsible for their own academic and/or professional performance and should be expected to self-monitor.
9. Immunization or re-certification of fieldwork requirements allowed to lapse or be falsified.
10. Election to withdraw or walk out from a Fieldwork I placement.
11. Election to withdraw or walk out from a Fieldwork II placement based on personal circumstances without first speaking with the academic fieldwork coordinator within the first to fourth weeks of the fieldwork or before the midterm conference or beginning of the

fourth week.

14. Student canceling a Fieldwork I, a Fieldwork II, or not completing an assignment within a pre-determined time period.

15. Accountability issues such as:

- Failure to honestly communicate verbal or written information. For example, cheating, not completing their share of group work, or plagiarism.
- Failure to report unsafe/incomplete practice of self or peers.

16. Any other circumstance also outlined in this handbook.

#### PROBATIONARY PROCEDURE:

A verbal warning or email from an instructor or program coordinator may or may not precede a formal letter of probation, depending on the circumstances and/or severity of the situation.

- The student will be asked (via email or verbally) to meet with the Program Coordinator and one other college employee. The student will be verbally informed of probation status in this meeting. If the student refuses to meet or is unable to schedule within the time period established, an email will be sent requesting a meeting.
- An official letter from the OTA Program notifying the student of the probationary status will be given to the student. The terms and reasons for probationary status will be outlined in the letter.
- Students may elect to meet with the OTA Program Coordinator to develop a behavioral contract and should do so within five (5) academic days of receipt of the letter of probation. A contractual agreement demonstrates the student's initiative to desire to remain in the program and graduate since it identifies areas of needed improvement and the student's willingness to make a positive change.
- If a student is on probation for having received below a "C" in a course, the contract will indicate the student's desire to withdraw from the program or re-enter and attempt to retake the course a second time.
- A meeting to discuss the contract must be scheduled by the student and attended within ten (10) academic days of initial notification/contact.
- Both student, Program Coordinator, and any involved faculty or college employee will sign the contract.
- Probationary status will remain in effect throughout the program.

#### PROCEDURE FOR RE-ENTRY IF ON PROBATION FOR GRADES:

Student must enter into a contract (initiated by the student), sign, and provide to the Program Coordinator within ten days of probationary status indicating the desire to re-take the course and any co-requisite course work required with the next cohort in the next academic year.

- Readmission to the course must be the following year or within one (1) year of initial probation.
- Readmission will be dependent on space availability as only 12 slots are available in supervised instruction courses and 24 in-lecture courses.
- If there is no space available, a student will have to go through the selective admissions process a second time and begin the program again from the first semester. Coursework in Occupational Therapy Assistant Program is ever-changing and students who have over one (1) year from having taken Occupational Therapy Assistant coursework will not be able to keep up with the vigor of the ever-changing curriculum.
- Each student must initiate and meet with the Health Science Academic Advisor to review coursework and program requirements. Students will be required to meet current requirements prior to re-admittance into a program cohort.

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## DISMISSAL

Practice/behaviors as outlined below have zero-tolerance. These practices indicate the student has committed a violation that requires automatic and immediate dismissal from the Occupational Therapy Assistant Program. Being dismissed means not attending any more class sessions, finishing a semester, or completing the program.

Students who are dismissed from the program will receive a zero for all future assignments, quizzes, or tests, and these grades will be reflected in the grade earned at the time of the dismissal. A student dismissed will not be considered for future admission to the Occupational Therapy Assistant Program. A dismissed student is not allowed in the physical space of the Occupational Therapy Assistant Program.

Dismissal will result from

- Two (2) letters of probation
- Two (2) OTA course grades below “C” competency
- Not re-taking (registration or otherwise) an Occupational Therapy Assistant Program course in which, they have received a “C-” or lower within a year.
- Positive drug testing from a substance other than prescription medications cleared by the drug-testing agency.
- Alcohol or drug intoxication or abuse in the program or public
- Walking out on a Fieldwork II experience.
- Unsafe behavior practiced in the classroom, laboratory, clinic, or fieldwork as defined below. The safety of the student, other students, and the clients/patients is paramount. Automatic dismissal for unsafe practice may occur at any time during the academic semester. Automatic dismissal is based on unsafe behavior by the student as determined by the faculty of the Occupational Therapy Assistant Program. Probationary status will not be used for unsafe behavior/laboratory/clinical practice under the definition below.
  - Unsafe Behavior is defined as”
    - One (1) potentially life-threatening incident



- One (1) accident contributing to the injury or death of another
- One (1) incident of placing a client, fellow student, or faculty in harm's way
- Severe unprofessional behavior regulatory based include:
  - One (1) failure to adhere to the Salt Lake Community College or AOTA Code of Ethics and the OT License Practice Act Rules and Regulations of Utah.
  - One (1) failure to abide by the policies and procedures of the fieldwork sites.
  - One (1) failure to report a change in criminal background.
  - One (1) failure to practice the student Occupational Therapy Assistant role.
- Failure to respect the worth and dignity of clients, peers, health care team, and faculty
  - Breach of Confidentiality
  - Breach of patient's Bill of Rights
  - Behavior that degrades and is a libelous nature to others.
- Any other circumstance also outlined in this handbook.

Procedure for Dismissal for Unsafe Practice:

- Completion of an incident report by a faculty describing the incident. Incident reports may also come from a fieldwork educator.
- A meeting between the student and Program Coordinator may occur immediately upon receipt of the form and occur no longer than **FIVE (5)** academic days following the incident. A decision by the Program Coordinator will be rendered immediately following the meeting.
- If dismissal is the recommended action, an appeal hearing may be initiated by the student with a written statement of what is appealed provided to the Program Coordinator. The appeal hearing must be scheduled within **TEN (10)** academic calendar days. The hearing will consist of the OTA Program Coordinator, OTA faculty, other faculty or administration representatives, and the student.
- A decision regarding the appeal presented will be provided in writing to the student through email by the OTA Program Coordinator within **FIVE (5)** days following the hearing.
- Students may continue the appeal process of the dismissal using SLCC academic grievance procedures by contacting the Health Sciences Academic Dean.

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## F. DEFERMENT POLICY

1. Students who wish to temporarily withdraw must do so with sound reasoning. Some reasons for deferment with a temporary withdrawal include:
  - Prolonged illness, injury, or disease that is expected to improve
  - Religious mission opportunities
  - Military deployment
  - Pregnancy

- Other reason as agreed and collaborated between the student and the Occupational Therapy Assistant Program
- 2. Students who are approved to temporarily withdraw for a deferment will have their slot held for a period of one year. If the period of deferment requires over a one-year period, students will have a slot held for them for the year of re-entry but will have to retake coursework that is over one year old. A slot will not be held for students who are on probation at the time of their deferral request. Students who are on probation at the time of their deferment request must apply for re-entry to the Occupational Therapy Assistant Program.
- 3. Students must be receiving a grade of a C or higher in all program courses at the time of a deferment request, in order for a program deferment to be approved. If a student is not receiving a C or higher in all classes at the time of their deferment request, Occupational Therapy Assistant Program deferment will not be approved, and the student must apply for re-entry to the Occupational Therapy Assistant Program. Students must retake Occupational Therapy Assistant Program courses in which they have received a C- or lower.

#### PROCEDURE FOR RE-ENTRY ON A DEFERMENT:

1. Re-entry is based on a written statement or letter of intent to re-enter the OTA program with an indication of which year and semester. If the re-entry is at the beginning of the professional program, then it must be received by May 15th or the date designated by admissions for incoming student applications for an upcoming academic year. If a student requested an OTA program deferment and was on probation at the time of their request, the student will be required to re-apply for admissions to the OTA program for the academic year in which they intend to resume.
2. Students who are not receiving a “C” or higher in all Occupational Therapy Assistant courses at the time of their deferment request must apply for re-entry to the OTA Program for the academic year in which they intend to resume.

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#### G. PROGRAM AND COURSE WITHDRAWAL

It is the students’ responsibility to complete the required documents needed to drop or withdraw from a course. Withdrawing from a course in the Program will lead to immediate dismissal as all courses are completed in a required sequence. Failure to withdraw or drop a course by the deadlines listed on the college academic calendar will result in an “E” on the student’s transcript.

It is the student’s responsibility to request a withdrawal or drop from each individual instructor.

- Students who quit attending class without an official withdrawal initiated by the student will remain on each instructor’s class roster and continue to accrue a grade until a withdrawal or drop in that class has been completed.
- Faculty will not automatically withdraw or drop individual students from courses or the program without a written request and completed paperwork that meets the withdrawal criteria past the withdraw date.
- If the student does not initiate a drop or withdrawal, a failing grade for the coursework could result.

- Faculty will not sign a withdrawal if the student is failing the course at the time of the request. This is college policy.
- A request for withdrawal from an Occupational Therapy Assistant course the student is taking for the 2<sup>nd</sup> time due to receiving a C- or below the first time will not be honored. Actual withdrawal will result in the 2<sup>nd</sup> letter of probation dismissing the student from the OTA Program.

## H. ACADEMIC GRIEVANCE POLICY

The School of Health Sciences Appeal Procedure (the Procedure) functions in accordance with the Salt Lake Community College Student Code of Conduct (the Student Code),

[https://www.slcc.edu/policies/policies/student\\_affairs/8.1.050.aspx](https://www.slcc.edu/policies/policies/student_affairs/8.1.050.aspx), Section III.B.4.c

For the purposes of this procedure, business days are based upon the college's academic calendar and excludes weekends, holidays, and official college break periods and closures.

The following levels may be completed by students who have the right, as per the Student Code, to grieve a grade, warning (verbal or written), suspension, or dismissal received within a program of study.

**INFORMAL COMPLAINT:** Issues between students and a faculty/instructor, staff member, or administrator should be first discussed between those involved in the issue, if at all possible. For most issues it is anticipated that a resolution between the student and the faculty/instructor, staff member or administrator can be reached with an informal discussion of the issue. In the case that the student is unable to address the issue directly with those involved, or the issue is addressed but not resolved, the student may opt to escalate the concern through the following process.

### LEVEL ONE:

- If a successful resolution is not forthcoming with the individuals directly involved, the student may choose to make an appointment with the program coordinator to address their concerns.
- The student is held to the standard within the program handbook regarding the process for appeal to the program coordinator.
- If the issue is with the program coordinator, and resolution was attempted and failed in the informal stage the student may move directly to level two.

### LEVEL TWO:

- If the outcome of the program appeals process is not to the student's satisfaction, the student has (5) business days from their receipt of the outcome to submit a written appeal that includes a statement of the issue and any evidence in its support, the resolution sought, and the student's signature to the Associate Dean.
- The Associate Dean will request documentation and evidence from any faculty that may be involved in their investigation of student appeal request.
- The Associate Dean will notify the student through a formal letter within five (5) business days of their decision whether a conference with the student is warranted and if so, will schedule a conference date.
  - If a conference is not warranted this letter will notify the student of the Associate Deans decision on the matter.
  - If a conference is warranted a conference will be scheduled and the Associate Dean will notify the student through a formal letter within five (5) business days of

completion of the conference of their decision to approve or reject the student's appeal.

**LEVEL THREE:**

- Within five (5) business days after the receipt of the formal letter from the Associate Dean, the student may submit a written appeal to the Dean of the School of Health Sciences.
- The Dean will review the appeal, all evidence, and render a decision to the student within ten (10) business days of receiving the formal letter from the student.
- The Dean will notify the student, in writing, of his/her decision to uphold, modify or dismiss the decision and possible sanction(s) imposed by the faculty member.
- The decision of the Dean is final and cannot be appealed.

NOTE: The SLCC School of Health Science Appeal process, and the SLCC grievance procedures are separate and distinct from any formal legal proceedings. These procedures are designed to provide students with due process, procedural fairness, and developmental growth opportunities and ensure equal protection for all students. Due to this expectation, legal council is not assumed to be present during any scheduled meetings in the appeals process. If either party determines that legal council is necessary, this must be relayed during the scheduling of the meeting to provide adequate notice and allow for time to secure equivalent council if desired by both sides.

## 4.3 ATTENDANCE STANDARDS

### A. ATTENDANCE

Students will demonstrate professional behaviors and will be in attendance and on time for all classes/lab sections, fieldwork, and assigned clinic duties. Students will be responsible for their own behavior and the implementation of the feedback given by faculty or fieldwork educators.

Each course within the OTA Program will have 10% weighting for grading dedicated to attendance/participation/professional behavior. Each syllabus will define how many points are designated for that course.

- Attendance to all coursework is taken very seriously. Students are expected to attend all classes for each course, arrive on time, and stay until the end of the class period.
- Missing more than 15 minutes of a class period will count as an absence. This includes late arrival, extended breaks, or leaving early.

#### Section I. Absences

Students who are absent will lose participation points. Participation points for the course will be deducted by 10% per absence or as indicated in the course syllabus.

Students are still expected to complete preparation and submit any assignments by the due date, even if absent. If a student is absent for a class period where an in-class assignment, presentation, or quiz is scheduled, the student will earn a zero (0).

Students who will be absent may request to attend class virtually. Instructors will decide if this is feasible on a case-by-case basis. Attending virtually will still count as an absence.

In the event of absences from unavoidable, extenuating circumstances which jeopardize their continuation of the program, students may submit an appeal. To submit an appeal, students should send an email explaining the circumstances to involved instructor(s) and the OTA Program Coordinator. This email must be sent either prior to or within 48 hours after the absence, as appropriate. Faculty will evaluate the appeal and respond within two-business days. Students are encouraged to take advantage of other SLCC services and support. For example, Disability Resource Center (<https://www.slcc.edu/drc/>), Bruin Support Hub (<https://www.slcc.edu/deanofstudents/bruin-support-network.aspx>).

#### Section II. Participation

Students are expected to attend and fully participate in all class, fieldwork, and clinic sessions respectfully and with civility. Students who choose to not participate, become argumentative or aggressive, talk back, monopolize, or disrupt the conversation, or appear generally unprofessional in their behavior or communication (verbal and non-verbal) may be asked to leave the classroom (at the instructor's discretion) regardless of fellow classmate views, lose 25% of the participation points for that class period, and will have to ask the permission to re-enter any classroom with that instructor. There is zero tolerance for a disruptive student, regardless of the reason. Students are expected to read homework assignments and come to class prepared. Students who are

unable to answer questions, participate, or have not read or completed assignments will not earn professional points for that class period.

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## B. MILITARY LEAVE

A student called up for active duty or active service in a branch of the United States Armed Forces (Army, Air Force, Marines, Coast Guard, National Guard or Reserve) in “times of national emergency.”

- Students will receive an excused absence from each class for a two (2) week annual training. Students must work with faculty to coordinate due dates for make-up assignments/exams to be completed no later than two (2) weeks of return. Preference is to turn in assignments and complete exams prior to the absence, if possible. A required military annual training will not affect a student’s standing in the program.
- Students absent over two (2) weeks and up to a year will receive a program deferment (in good standing). The student will be provided admission preference into the next year’s cohort beginning with courses not completed. 1. Example—if withdrawn in the 4th semester of the program, student tuition will be returned (according to federal law) for that semester. Educational VA benefits will restart for a repeat of that 4th semester the following year. 2. Example—if returning before the 4th semester of the program, students may (and are advised to) audit courses that are previously taken again to be current with the material. Contact the SLCC Vet Services for tuition waiver opportunities for auditing.
- Students deployed over one (1) and up to two (2) years will receive a program withdrawal and be given admission preference into the next cohort but must begin with first-semester courses. Contact the SLCC Vet Services for tuition waiver opportunities.
- Students deployed over two (2) years will need to reapply to the program.

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## C. JURY DUTY

Students will be allowed to miss classes with no penalty for verified jury duty. Students must work with faculty to coordinate due dates for make-up assignments/exams to be completed upon students' return. Preference is to turn in assignments and complete exams prior to the absence, if possible. Required jury duty will not affect a student’s standing in the program. Students are required to provide written evidence of Jury Duty.

Students with jury duty for two (2) weeks and up to a year will receive a program deferall (in good standing). The student will be provided admission preference into the next year’s cohort beginning with courses not completed. Students may (and are advised to) audit courses that are previously taken again to be current with the material.

Students with jury duty for one (1) and up to two (2) years will receive a program withdrawal and be given admission preference into the next cohort but must begin with first-semester courses.

Students with jury duty over two (2) years will need to reapply to the program.

## 5.0 FIELDWORK: PHILOSOPHY, POLICIES, AND PROCEDURES

### 5.1 PHILOSOPHY

In order to be prepared for future clinical experience and eventual employment during and following the academic portion of the program, the student must have meaningful contact with a wide variety of clientele across the lifespan and have an opportunity to practice professional behaviors.

Students will complete five fieldwork placements in accordance with the curriculum design. The placements are assigned by the Academic Fieldwork Coordinator (AFWC) who works in conjunction with the clinical sites, with the college, and with ACOTE (occupational therapy's accrediting body) to ensure policies and procedures are met. There are two types of fieldwork: Level I and Level II. In both Level I and Level II Fieldwork placement, the AFWC works in collaboration with the student and the clinical or community site to provide education, leadership, and mentorship.

### 5.2 TYPES OF FIELDWORK

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#### A. LEVEL I FIELDWORK

Fieldwork Level I experience is a required component of the Occupational Therapy Assistant Program at Salt Lake Community College. The academic program offers practice and theory classes specific to the field of Occupational Therapy. The Fieldwork I experience will coincide with academic classes taught in specific practice areas such as pediatrics, psychosocial, geriatrics, and physical dysfunction.

The Fieldwork I experience is intended to provide an introduction to the setting of practice, roles occupational therapy personnel, and disabilities commonly referred to occupational therapy. This level of fieldwork should provide the student with an opportunity for developing skills such as observation, data gathering, analysis, and information reporting. Students should be expected to expand their professional behaviors and values. Hand-on experience may or may not be available dependent on licensure, certification, and liability requirements at each site.

Thirty hours per Fieldwork I per semester are required. The Fieldwork I must be passed and completed by the end of each semester unless other scheduling is arranged by the AFWC.

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#### B. LEVEL II FIELDWORK

Fieldwork Level II experiences are completed in the fourth semester of the OTA Program. There are two required placements in two different types of practice settings. The placement is full-time for eight weeks. These experiences are designed to allow the students to practice and refine the skills they have learned in the didactic portion of the program. These fieldwork placements give the student the hands-on experience needed to be a practitioner. A site visit will take place to local area sites by the AFWC. The site visit includes time with the fieldwork educator and student

to discuss progress and areas of concern. Students will also have the ability to share their experiences with their classmates and instructors via an asynchronous discussion via Canvas

According to the ACOTE, a student in an OTA program can complete Level II Fieldwork experience in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings. Per guidelines, students are required to complete a minimum of 16 weeks' full-time Level II Fieldwork, which may be completed on a part-time basis as long as it is at least 50% of a full-time employee at that site.

## 5.3 FIELDWORK PLACEMENTS

### A. HOW FIELDWORK SITES ARE CHOSEN:

- The site must be committed to the education of Occupational Therapy Assistants.
- The site must have qualified personnel who can serve as fieldwork educators. Fieldwork educators must have at least one year of experience for Level II Fieldwork.
- The site must be able to provide the student a well-rounded education with a variety of patient/client diagnoses and occupational therapy service needs.
- The site must be able to provide current accreditation/certification status.
- A current mutual agreement/contract must be signed by the fieldwork site, its agents, and the Salt Lake Community College and updated in accordance with ACOTE standards.
- Fieldwork sites are visited, reviewed, and approved by OTA Program faculty.

### B. HOW FIELDWORK PLACEMENT ARE MADE:

- Assignments are made by the AFWC in conjunction with recommendations made by other faculty.
- The determination will be based on the availability of the fieldwork site, the requirements of the fieldwork site, and the student's needs. The student and AFWC may need to arrange sites out of town. The AFWC will try to accommodate each student's requests, however, the student will need to be flexible.
- If a student has special requests for placement, the request must be made in writing and discussed with the AFWC at least one year prior to placement.

## 5.4 FIELDWORK STANDARDS

### A. POLICIES RELATED TO ALL FIELDWORK PLACEMENTS:

- Students will be placed at a fieldwork site by the AFWC after the student provides up-to-date verification of immunizations, healthcare certifications, and criminal background check clearance\* are received. \*Students with a positive Criminal Background check may not be able to participate in a fieldwork rotation. See Criminal Background Policies and Procedures.
- Trading of fieldwork assignments between students is not acceptable.



- Students **will not** be allowed a fieldwork assignment at a facility in which they have worked, volunteer, or spent a significant amount of time.
- Students **will not** be allowed a fieldwork assignment at a facility in which they are receiving a stipend, have interviewed or discussed with personnel future employment.
- Students **will not** be placed in a site where they have had a personal experience with that facility, such as treatment for themselves or a family member, or completed another fieldwork experience.
- Students **will not** arrange their own fieldwork site. Students may provide the AFWC with names and contact information of sites in which they have an interest.
- Fieldwork sites may require travel and temporary relocation. This will be at the student's expense. Students unable to travel must discuss their special needs with the AFWC before placements are assigned.
- Out of area fieldwork opportunities can be requested by students. Students in good standing with the program will be asked to work with faculty to find suitable sites so that a contract can be obtained prior to placement. Up to one year, advance notice is recommended.
- \*Criminal Background Check is complete (with the agent identified by the Salt Lake Community College) and verified as providing a receipt from the Health Professions Division of SLCC. AFWC does not have access to the CBC and does not receive a copy. Even though a CBC is done through the college, individual fieldwork sites may also complete their own CBC and may be at the student's expense.

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## B. ACADEMIC FIELDWORK COORDINATOR RESPONSIBILITY

- Notify the student who is out of compliance in Complio.
- Mentor the student to become compliant with immunizations/certifications.
- Contact sites requesting acceptance of a student for the clinical/fieldwork if the student is required to be cleared by the Division office.
- Refer the student to the Division if any additional paperwork or review is required.
- Assure no student is not placed at a clinical/fieldwork site until full compliance is met or the student is cleared through the Division office.
- Remove students from clinical/fieldwork if they become non-compliant.

## COMMON REASONS FOR NONCOMPLIANCE

- Paperwork has not been uploaded or uploaded into the wrong area.
- Dates not entered for each entry.
- Overdue dates for annual immunizations/certifications
- Not completing paperwork with the Division office.

## WHAT TO DO IF SHOWING NONCOMPLIANT IN COMPLIO

- Contact your academic clinical coordinator immediately

- Non-compliance may trigger a consequence as set by each program. Students unable to complete clinical/fieldwork experiences cannot progress in curricular sequence. Lateness in completing responsibilities for immunizations/certifications (as listed above) may trigger loss of a clinical/fieldwork site resulting in student dismissal from the program for lacking expected

## 5.5 FIELDWORK POLICIES

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### A. POLICIES/PROCEDURES/RESPONSIBILITIES

- Students will provide the Academic Fieldwork Coordinator (AFWC) their contact information when requested. The student will update the AFWC if contact information changes.
- Students will be given information in writing by the AFWC regarding their fieldwork placement two-three weeks prior to the start of fieldwork (unless there are extenuating circumstances).
- Students will call/email or send a letter to the center to confirm the placement for their fieldwork experience, dates, times, dress code, etc. within 48 hours of notification from AFWC for both Level I and Level II placements.
- Students will keep immunization record and Health Provider Certifications (CPR and First Aid) current and will be prepared to share a copy to the fieldwork site as necessary.
- All students will be prepared to deal with cardio-pulmonary and other emergency situations during fieldwork experiences.

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### B. PROCEDURES

- Students will submit all required immunizations and certifications to Complio in compliance with the requirements of the OTA Program. Students will adhere to timelines set forth by the AFWC. Students are not permitted to start a fieldwork rotation until all immunization and certification requirements are uploaded to Complio showing compliance.
- Students will ask fieldwork site if they require paperwork PRIOR to the first day. The consequences of not keeping immunizations current or not adhering to the fieldwork sites paperwork policies can result in a delay of fieldwork. Other consequences will be taken on a case-by-case basis. This documentation could include:
  - i. CPR/First Aid Certification
  - ii. Immunizations
  - iii. Background check
  - iv. Personal data form
- Students will fulfill all duties and assignments made by the fieldwork educator and AFWC within the assigned date and time limit specified. Exemptions may be made in exceptional circumstances.
- Students should present their Community-engaged learning assignments in sufficient time so each student can see the result of their service.

- Student absences are not allowed from fieldwork. Absences from fieldwork responsibilities should not occur except under the most "severe" circumstances. Fieldwork absences must be made up before the student can register for the next fieldwork class. The student cannot advance in the program if fieldwork is not completed in accordance with the curriculum design.
- Students should request a copy of their fieldwork evaluation from the facility. The OTA Program will not provide fieldwork evaluation copies for the student.
- Students with needs for special accommodations or disability for fieldwork must sign a release authorizing faculty to discuss the need for special accommodations with the fieldwork site and/or fieldwork educator. The need for special accommodations or the identification of a disability cannot be used as an excuse for a low grade or failing status if not disclosed by the student prior to fieldwork placement.

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## C. POLICIES AND STUDENT RESPONSIBILITIES RELATED TO LEVEL II FIELDWORK

Students must complete the fourth-semester Fieldwork II experiences within twelve months of completion of the Occupational Therapy Assistant academic coursework. Failure to complete Fieldwork II within twelve months will result in being ineligible to receive a grade for the course will not be able to graduate with an Associate of Applied Science degree from the Occupational Therapy Assistant department at the SLCC.

- Students will make contact with the fieldwork educator/site three weeks prior to the start date to complete all requirements of the site. This may include a student questionnaire, learning profiles, applications, forms, criminal background check, additional immunizations, and/or an interview.
- Students assume total responsibility for the procurement of housing and board while on fieldwork. It is suggested that each student begin to investigate housing arrangements as soon as possible before or shortly after receiving final confirmation of fieldwork placement. Any agreement made with field work centers for housing is also an agreement to abide by the respective rules of the housing facilities. Any infraction of the agreement could lead to grounds for dismissal from the fieldwork experience.
- Students are required to be present at the fieldwork center on the regular working days unless there is an extreme emergency (see excused absence policy). Each Fieldwork Level II is a full-time, consecutive eight-week clinical experience that should not be interrupted. Personal trips or vacation time taken by the student during a fieldwork placement will not be permitted and will result in probationary status.
- Any absence must be called in by the student and approved by the fieldwork educator, or the fieldwork site has grounds for student dismissal. Each absence must also be reported to the AFWC. Any absence over two (2) days must be made up before a grade can be assigned and before another fieldwork experience begins.
- Each student is responsible to maintain communication with their fieldwork educator re: their performance throughout the Fieldwork II experience.
- A student may be passing at mid-term, but if there is no continued improvement towards sufficient entry-level criteria at the end of the 8-week period as determined by criterion within the AOTA Final Fieldwork Evaluation Form, the student may fail the fieldwork experience. The student, fieldwork educator, and AFWC will then meet and discuss options, which may include:
  - i. The fieldwork educator and AFWC determine the student is not appropriate for the OT profession, resulting in a failure of the fieldwork experience and excusal from the program.
  - ii. The fieldwork educator is able and willing to extend the fieldwork placement to allow student additional time to demonstrate a passing score with approval from the AFWC.
  - iii. The fieldwork educator is unable or unwilling to extend the fieldwork placement. If it is determined the student is still appropriate for the OT profession, the AFWC will coordinate with the student to complete one additional 8-week fieldwork placement in a similar fieldwork placement within a 12-month period for a maximum of three Level II fieldwork settings as per ACOTE standards.

- Each student is responsible to communicate to the AFWC if problems exist at the fieldwork site or if there is a concern so a conference between the student, fieldwork educator, and academic fieldwork coordinator can take place to see if the problem can be resolved.

## 5.6 STUDENT HEALTH INSURANCE POLICY

Any students living in housing provided by the fieldwork center during Fieldwork II must carry personal health insurance. Some fieldwork sites require that the fieldwork student carry personal medical/health insurance. Students who are uninsured must report this to the AFWC before placement is made. Proof of insurance must be submitted to the AFWC one week prior to placement.

## 5.7 ACCIDENTS/INCIDENT REPORTS

All accidents that occur while on a clinical assignment involving patients, clinic personnel, personal injury, and/or damage to equipment must be immediately reported to the supervisor and/or clinical coordinator. Documentation of the incident will be completed in accordance with institutional policy.

The risk of injury or exposure to body fluids is an inherent risk in the health care profession. Health care workers however can limit and decrease the risks by following facility guidelines for use of personal protective equipment (PPE) and through quick action when a significant exposure occurs. Clinical is defined as “a required period of supervised practice off-campus”. If students experience a significant injury or exposure, they must immediately notify their clinical supervisor. The clinical faculty will notify employee health or risk management. The clinical faculty will direct students to the appropriate care facility.

## 5.8 CONFIDENTIALITY

Students are expected to keep in confidence all information concerning patients, including, but not limited to: Patient personal information, details of illness, treatment, progress, diagnostic studies, and personal life. This information is not to be discussed with anyone but duly authorized persons of the health care team participating in the patient's care. Information is never to be shared outside these conditions. Failure to observe this basic principle of medical ethics is cause for immediate dismissal from the program.

7.0 FIELDWORK FORMS

LEVEL I FIELDWORK SITE EVALUATION ..... 53

LEVEL I FIELDWORK ASSESSMENT OF STUDENT PERFORMANCE..... 54

LEVEL II STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) ..... 57

**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**  
**FIELDWORK I SITE EVALUATION**

Student's Name: \_\_\_\_\_  
Hours/Days of Visit: \_\_\_\_\_  
Fieldwork Site: \_\_\_\_\_  
Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
Fieldwork Educator: \_\_\_\_\_

Please comment on the notable strengths and weakness of this setting by indication, Y (yes), N (no) for questions 1-8. Write comments for questions 9-10.

- \_\_\_\_\_ 1. Did the center provide an orientation to the setting or program?
- \_\_\_\_\_ 2. Were objectives and expectations discussed?
- \_\_\_\_\_ 3. Did the fieldwork educator assist you in organizing time and planning learning experiences?
- \_\_\_\_\_ 4. Did the fieldwork educator show you the site's method of documentation and record-keeping?
- \_\_\_\_\_ 5. Were you encouraged to interact with clients?
- \_\_\_\_\_ 6. Was the site's staff supportive of the student in the learner role?
- \_\_\_\_\_ 7. Did the center provide opportunities to observe occupational therapy personnel interaction with other professionals (staff meeting, team conference, rounds)?
- \_\_\_\_\_ 8. Did the fieldwork educator attempt to answer relevant questions and/or suggest avenues for the student to explore further with other personnel charts, or references?
- \_\_\_\_\_ 9. Did the experience aid in your professional development? (Please explain)
  
- \_\_\_\_\_ 10. Rate the fieldwork I experience (1-poor, 2-below average, 3-average, 4-above average, 5-excellent) and why?
  
- \_\_\_\_\_ 11. Rate your fieldwork educator's effectiveness of supervision (1-poor, 2-below average, 3-average, 4-above average, 5-excellent).

Suggestions:

SIGNATURES VERIFY DISCUSSION OF THIS FORM

Fieldwork Educator | Date: \_\_\_\_\_

Fieldwork I Student | Date: \_\_\_\_\_

# **OCCUPATIONAL THERAPY ASSISTANT PROGRAM** **LEVEL I FIELDWORK ASSESSMENT OF STUDENT PERFORMANCE**

Student: \_\_\_\_\_ Fieldwork Educator: \_\_\_\_\_  
 Facility: \_\_\_\_\_ Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_  
 Student Completed 30 hours: Yes \_\_\_\_\_ No \_\_\_\_\_ Fieldwork Type: Adult Rehab \_\_\_\_\_  
 Pediatric \_\_\_\_\_  
 Mental Health \_\_\_\_\_  
 Number of Absences \_\_\_\_\_ Reason(s) \_\_\_\_\_

## **INSTRUCTIONS FOR SUPERVISORS**

Using the following rating scale, circle the number that represents each statement.

4 - During the 30-hour experience, the student consistently (all the time) displayed this behavior.

3 - During the 30-hour experience, the student frequently (at least 3 times) displayed this behavior.

2 - During the 30-hour experience, the student occasionally (2 times) displayed this behavior.

1 - During the 30-hour experience, the student rarely (1 time) displayed this behavior.

N/A - During the 30-hour experience, the student did not have a chance to display this behavior.

### **A. SELF-AWARENESS**

Is able to recognize and discuss his/her own feelings, attitudes, and behavior	4	3	2	1	N/A
Is aware of his/her reactions in a clinical setting	4	3	2	1	N/A

Comments:

### **B. INTERPERSONAL SKILL**

Is comfortable with patient's/clients in a clinical setting	4	3	2	1	N/A
Takes initiative with patients/clients	4	3	2	1	N/A
Take initiative to interact with staff	4	3	2	1	N/A
Is able to modify his/her behavior in response to supervision	4	3	2	1	N/A
Is comfortable working with persons of varied ages and social ethnic groups	4	3	2	1	N/A
Demonstrates sensitivity to needs of patients/clients	4	3	2	1	N/A



Comments:

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#### C. PARTICIPATION IN THE SUPERVISORY PROCESS

Is able to utilize feedback from supervisor and staff	4	3	2	1	N/A
Is able to give feedback to supervisor and staff	4	3	2	1	N/A
Shows interest and ask appropriate questions	4	3	2	1	N/A

Comments:

--

#### D. PARTICIPATION IN THE SUPERVISORY PROCES

Is prompt in attendance	4	3	2	1	N/A
Notifies supervisor in a timely manner prior to absence or lateness	4	3	2	1	N/A
Dress appropriately is well-groomed and displays good hygiene habits	4	3	2	1	N/A
Wears a name tag and introduces self properly	4	3	2	1	N/A
Does not allow personal affairs to interfere with duties	4	3	2	1	N/A
Practices everyday courtesies	4	3	2	1	N/A
Observes facility rules and regulations	4	3	2	1	N/A
Displays sound judgment in regard to the safety of self and others	4	3	2	1	N/A
Demonstrates an understanding of the role (or potential role) of the OTR in this setting	4	3	2	1	N/A
Demonstrates an understanding of the role (or potential role) of the COTA in this setting	4	3	2	1	N/A
Takes initiative to seek out varied learning experiences	4	3	2	1	N/A
Respect confidentiality of patient/client related information	4	3	2	1	N/A

Comment:

Please list student's areas of strength

Please list suggested areas for continued learning

Community-engaged learning Project:

What grade would you expect the student to receive? A \_\_\_\_ B \_\_\_\_ C \_\_\_\_ D \_\_\_\_ Not Pass \_\_\_\_

**Fieldwork Educator's Signature | Date:** \_\_\_\_\_

**Student Signature | Date:** \_\_\_\_\_

## **STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)**

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II Fieldwork student who is completing a placement at the site to evaluate and provide feedback to the supervisor and fieldwork setting;
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II Fieldwork programs;
- Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design;
- Provide objective information to the student who is selecting sites for future Level II Fieldwork; and
- Provide a means of evaluation to ensure that fieldwork is performed in settings that provide educational experiences applicable to the academic program.

This form is designed to offer each program the opportunity to gather meaningful and useful information. Sections outlined with thick, black double borders are designed to be customized by your program as needed. Pages involving evaluation of individual fieldwork educators have been positioned at the end of the form to allow academic programs to easily remove these pages before making them available for student review if they choose to do so. This form can be found online at

<https://www.aota.org/-/media/Corporate/Files/EducationCareers/Educators/Fieldwork/StuSuprvsn/Student-Evaluation-Fieldwork-Experience-2016.docx>

### **INSTRUCTION TO THE STUDENT:**

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Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). It is imperative that you review the form with your supervisor and that both parties sign on page one (1). Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

**STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE**

Fieldwork Site: \_\_\_\_\_ Site Code \_\_\_\_\_

Address: \_\_\_\_\_

Placement Dates: from \_\_\_\_\_ to \_\_\_\_\_

Order of Placement: [ ☐ ] First [ ☐ ] Second [ ☐ ] Third

Living Accommodations: (include type, cost, location, condition)

Public transportation in the area:

Please write your email address here if you don't mind future students contacting you to ask you about your experience at this site: \_\_\_\_\_

*We have manually shared and clarified this student evaluation of the fieldwork experience report*\_\_\_\_\_  
**Student's Name (print)**\_\_\_\_\_  
**Student Signature**\_\_\_\_\_  
**FW Educator's name and credentials (print)**\_\_\_\_\_  
**FW Educator's signature****FW Educator's years of experience** \_\_\_\_\_

## ORIENTATION

Indicate your view of the orientation by checking “Satisfactory” (S), or “Needs Improvement” (I) regarding the three factors of adequacy, organization, and timeliness.

TOPIC	Adequate		Organized		Timely		N/A
	S	I	S	I	S	I	
1. Site-specific fieldwork objectives							
2. Student supervision process							
3. Requirements/assignments for students							
4. Student Schedule (daily/weekly/monthly)							
5. Staff introductions							
6. Overview of physical facilities							
7. Agency/Department mission							
8. Overview of organizational structures							
9. Services provided by the agency							
10. Agency/Department policies and procedures							
11. Role of other team members							
12. Documentation procedures							
13. Safety and emergency procedures							
14. Confidentiality/HIPAA							
15. OSHA - Standard precautions							
16. Community resources for service recipients							
17. Department model of practice							
18. Role of occupational therapy services							
19. Methods for evaluating OT services							
20. Other							

Comments or suggestions regarding your orientation to this fieldwork placement:

### CASELOAD

List the approximate number of each age category in your caseload	
Age	Number
0 – 3 years old	
3 – 5 years old	
6 – 12 years old	
13 – 21 years old	
22 – 65 years old	
>65 years old	

List the approximate number of each primary condition/problem/diagnosis in your caseload	
Condition/Problem	Number

### OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you did; also indicate their value to your learning experience by circling the appropriate number with #1 - being the least value and #5 - being the most value

	REQUIRED		HOW	EDUCATIONAL				
	Yes	No	MANY	VALUE				
1. Client Patient Screening				1	2	3	4	5
2. Client/patient evaluations (use specific names of evaluations)				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
3. Written treatment/care plans				1	2	3	4	5
4. Discharge summary				1	2	3	4	5

## THERAPEUTIC INTERVENTIONS

List major therapeutic interventions frequently used and indicate whether it was provided individually, in a group, co-treatment, or consultation. List other professionals involved.

Therapeutic Interventions	Individual	Group	Co-Tx	Consultation
Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within the client's own context with his or her goals)				
1.				
2.				
3.				
4.				
Purposeful activity (therapeutic context leading to occupation)				
1.				
2.				
3.				
4.				
Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)				
1.				
2.				
3.				
4.				

## THEORY – FRAMES OF REFERENCE: MODELS OF PRACTICE

Indicate the frequency of theory/frames of reference used

	Never	Rarely	Occasionally	Frequently
Model of Human Occupation				
Occupational Adaption				
Ecology of Human Performance				
Person-Environment-Occupational Model				
Biomechanical Frame of Reference				
Rehabilitation Frame of Reference				
Neurodevelopment				
Sensory Integration				
Behaviorism				
Cognitive Theory				
Cognitive Disability Frame of Reference				
Motor Learning Frame of Reference				
Other (list)				

## FIELDWORK ASSIGNMENTS

List the type of assignments required of you at this placement (check all that apply), and indicate their educational value (1 = not valuable – 5 = very valuable)

Case Study applying the Practice Framework	1	2	3	4	5	N/A
Evidence-based practice presentation Topic:	1	2	3	4	5	N/A
Revision of site-specific fieldwork objectives	1	2	3	4	5	N/A
Program development Topic:	1	2	3	4	5	N/A
In-service/presentation Topic:	1	2	3	4	5	N/A
Research Topic:	1	2	3	4	5	N/A
Other (list)	1	2	3	4	5	N/A



## ASPECTS OF THE ENVIRONMENT

1 = Rarely  
2 = Occasionally  
3 = Frequently  
4 = Consistently

Staff and administration demonstrate cultural sensitivity	1	2	3	4
The Practice Framework was integrated into practice	1	2	3	4
Student work area/supplies/equipment were adequate	1	2	3	4
Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides	1	2	3	4
Opportunities to network with other professionals	1	2	3	4
Opportunities to interact with other OT students	1	2	3	4
Opportunities to interact with students from other disciplines	1	2	3	4
Staff used a team approach to care	1	2	3	4
Opportunities to observe role modeling of therapeutic relationships	1	2	3	4
Opportunities to expand knowledge of community resources	1	2	3	4
Opportunities to participate in research	1	2	3	4
Additional educational opportunities (specify):	1	2	3	4
How would you describe the pace of this setting? (Circle one)	SLOW   MED   FAST			
Types of documentation used in this setting:				
Ending student caseload expectation: _____ # of clients per week or day				
Ending Student productivity expectation: _____ % per day (direct care)				

## SUPERVISION

What was the primary model of supervision used? (check one)

<input type="checkbox"/> One supervisor: one student <input type="checkbox"/> One supervisor: a group of student <input type="checkbox"/> Two supervisors: one student <input type="checkbox"/> One supervisor: two students <input type="checkbox"/> Distant supervision (primarily off-site) <input type="checkbox"/> Three or more supervisors: one student (count person as a supervisor if supervision occurred at least weekly)
--

List fieldwork educators who participated in your learning experience.

Name	Credentials	Frequency	Individual	Group
1.				
2.				
3.				
4.				
5.				

### ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of THIS fieldwork placement, *circling* the appropriate number. (Note: may attach own course number)

	Adequacy for Placement					Relevance for Placement				
	Low				High	Low				High
Anatomy and Kinesiology	1	2	3	4	5	1	2	3	4	5
Neurodevelopment	1	2	3	4	5	1	2	3	4	5
Human Development	1	2	3	4	5	1	2	3	4	5
Evaluation	1	2	3	4	5	1	2	3	4	5
Intervention planning	1	2	3	4	5	1	2	3	4	5
Intervention (individual, group, activities, methods)	1	2	3	4	5	1	2	3	4	5
Theory	1	2	3	4	5	1	2	3	4	5
Documentation Skills	1	2	3	4	5	1	2	3	4	5
Leadership	1	2	3	4	5	1	2	3	4	5
Professional behavior and communication	1	2	3	4	5	1	2	3	4	5
Therapeutic use of self	1	2	3	4	5	1	2	3	4	5
Level I Fieldwork	1	2	3	4	5	1	2	3	4	5
Program Development	1	2	3	4	5	1	2	3	4	5

What are the strongest aspects of your academic program relevant to preparing you for THIS Level II Fieldwork experience? Indicate your top three (3).

<input type="checkbox"/> Functional Anatomy	<input type="checkbox"/> OT Modalities III	<input type="checkbox"/> Geriatrics
<input type="checkbox"/> Medical Terminology	<input type="checkbox"/> Domain & Process	<input type="checkbox"/> Pediatrics
<input type="checkbox"/> OT Clinic	<input type="checkbox"/> Physical Dysfunction I	<input type="checkbox"/> Psychosocial
<input type="checkbox"/> OT Modalities I	<input type="checkbox"/> Physical Dysfunction II	
<input type="checkbox"/> OT Modalities II	<input type="checkbox"/> Professional Issues	

What changes would you recommend in your academic program relative to the needs of THIS Level II Fieldwork experience?

SUMMARY OF FIELDWORK EXPERIENCE

	1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree				
Expectations of fieldwork experience were clearly defined	1	2	3	4	5
Expectations were challenging but not overwhelming	1	2	3	4	5
Experiences supported student's professional development	1	2	3	4	5

What particular qualities or personal performance skills do you feel that a student should have to function successfully on this fieldwork placement?

What advice do you have for future students who wish to prepare for this placement?

- Study the following assessment tools:
- Study the following intervention methods:
- Read up on the following in advance:

Overall, what changes would you recommend in this Level II Fieldwork experience?

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

Indicate the number that seems descriptive of each fieldwork educator.

Fieldwork Educator Name: \_\_\_\_\_

Fieldwork Educator Years of Experience \_\_\_\_\_

1 = Strongly disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

Provided ongoing positive feedback in a timely manner	1	2	3	4	5
Provided ongoing constructive feedback in a timely manner	1	2	3	4	5
Reviewed written work in a timely manner	1	2	3	4	5
Made specific suggestions to students to improve performance	1	2	3	4	5
Provided clear performance expectations	1	2	3	4	5
Sequenced learning experiences to grade progression	1	2	3	4	5
Used a variety of instructional strategies	1	2	3	4	5
Taught knowledge and skills to facilitate learning and challenging student	1	2	3	4	5
Identified resources to promote student development	1	2	3	4	5
Presented clear explanations	1	2	3	4	5
Facilitated student's clinical reasoning	1	2	3	4	5
Used a variety of supervisory approaches to facilitate student performance	1	2	3	4	5
Elicited and responded to student feedback and concerns	1	2	3	4	5
Adjusted responsibilities to facilitate student's growth	1	2	3	4	5
Supervision changed as fieldwork progressed	1	2	3	4	5
Provided a positive role model of professional behavior in practice	1	2	3	4	5
Modeled and encouraged occupation-based practice	1	2	3	4	5
Modeled and encouraged client-centered practice	1	2	3	4	5
Modeled and encouraged evidence-based practice	1	2	3	4	5

Frequency of meeting/types of meetings with supervisor (value/frequency):

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General Comments on supervision:

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8.0 APPENDIX

STUDENT DECLARATION OF UNDERSTANDING ..... 69

PROGRAM HANDBOOK AGREEMENT ..... 70

PHOTOGRAPHIC MODEL CONSENT FORM ..... 71

**OCCUPATIONAL THERAPY ASSISTANT PROGRAM  
STUDENT DECLARATION OF UNDERSTANDING  
REGARDING BACKGROUND CHECKS, DISCLOSURES, AND DRUG TESTING**

Please initial each item below indicating your agreement/understanding of the following statements.

- \_\_\_ I understand that most community and fieldwork education sites require a criminal background check and drug testing for student placements.
- \_\_\_ I understand the Salt Lake Community College requires a criminal background screen to be completed prior to admission and any assignment for fieldwork or community civic engagement.
- \_\_\_ I understand that without placement in fieldwork education and community civic engagement, I cannot pass all classes or graduate from the Salt Lake Community College Occupational Therapy Assistant program.
- \_\_\_ I understand my criminal background screen can be accessed by the Division of Health Professions.
- \_\_\_ I understand that most community facilities request disclosure of student criminal backgrounds and I agree to allow the Division of Health Professions to disclose my criminal background history and drug testing result to any fieldwork or community facility that requests it.
- \_\_\_ I understand that a community site may choose to decline my fieldwork placement or community-engaged learning opportunity with their facility if I have a positive criminal background or positive drug test.
- \_\_\_ I understand that due to contracts and regulations with some of our clinical partners, there may be additional tests or screens that you will be required to complete in a timely manner to be placed at that facility per our contract agreement with the particular facility. You will be notified of these as a part of the placement process. If you choose not to complete these additional tests, the Academic Fieldwork Coordinator will reschedule a fieldwork placement for you, but only once as a student in the OTA program.
- \_\_\_ I understand that the fieldwork site makes the final determination about accepting students for placement in their facility.
- \_\_\_ If my criminal background check shows a criminal history record, or if I fail random drug testing, I understand that I may not meet the employment criteria of a potential employer and, therefore, will not be able to practice as an occupational therapy assistant.
- \_\_\_ I understand that in order to practice as an occupational therapy assistant, I must state licensed by the Utah Division of Occupational and Professional (DOPL) licensing and pass a national certification examination by the National Board for the Certification of Occupational Therapy (NBCOT).
- \_\_\_ I understand that if I have a positive criminal background including either a misdemeanor or felony that DOPL may not license me and it is my responsibility to contact them at this time.
- \_\_\_ I understand that if I have a positive criminal background including either a misdemeanor or felony that NBCOT may not allow me to sit for the national certification test and is my responsibility to contact them at this time.

\_\_\_\_\_  
Student name (print)

\_\_\_\_\_  
Student ID#

Student signature | Date: \_\_\_\_\_

\_\_\_\_\_  
Faculty name (print)

Faculty signature | Date: \_\_\_\_\_

**OCCUPATIONAL THERAPY ASSISTANT PROGRAM  
PROGRAM AND HANDBOOK AGREEMENT FORM**

Please initial each item indicating your agreement with the following policies and statements.

- \_\_\_\_\_ I have received, read, and reviewed the Occupational Therapy Assistant Program Handbook and Student Code of Conduct. I have clarified any questions or concerns with the Occupational Therapy Assistant Program Coordinator regarding this information. I agree to adhere to all the policies, expectations, and standards of conduct and appearance as set forth in this Handbook for the Occupational Therapy Assistant Program at Salt Lake Community College. I also agree to keep updated on Program policies as posted in the OTA Program Handbook which is located on the OTA Program website.
- \_\_\_\_\_ **Transmitted Diseases Release:** I, the undersigned, fully understand the prevention of HIV, HBV, and other blood borne disease transmission from patients to healthcare students and faculty. I must adhere to safe practices. I have read the policy in the OTA Student Handbook addressing this and have asked questions if needed. I understand that it is my responsibility to adhere to the policy for my personal protection and that of others. I, furthermore, agree to report any incident which relates to my immediate supervisor and college officials.
- \_\_\_\_\_ I, the undersigned, agree to disclose any limitation, medical or other condition that may affect the safety of my treatment of clients or fellow classmates to the OTA Program Coordinator and OTA Academic Fieldwork Coordinator. I also agree to disclose any physical, cognitive, or psychological limitations that may impair judgment or require accommodations in the academic classroom or on fieldwork sites of which I need special consideration prior to placement or test-taking. I realize that without disclosure I will not receive accommodations through the Disability Resource Center and the OTA program.
- \_\_\_\_\_ I, the undersigned, understand there will be palpation requirements in coursework from instructors, guest lecturers, or classmates and I understand that all efforts will be made to provide modesty and safe conditions for me. If I feel or think that I am uncomfortable with any draping, manner of touch, or treatment, I will be forthright to disclose this to my classmate. If I do not sense that the issue is resolved by this action, I will speak to my instructor about it. I will give notice to the staff of any allergies such as latex, nylon fibers, or asthmatic conditions to the instructor or Program Coordinator before the session to prevent symptoms or a condition from developing.
- \_\_\_\_\_ I, the undersigned, will endeavor to follow the AOTA Code of Ethics and OTA Program Code of Ethics policies for the Occupational Therapy Assistant. I agree to drape my classmates, guests, or instructors in a way that protects the modesty and safety of all "patients" treated. I will practice considerate and respectful non-verbal and verbal communication during all classroom activities. I will promptly report any malfunctioning equipment to staff as soon as the unit is noticed to be causing problems.
- \_\_\_\_\_ **Statement of Responsibility and Confidentiality:** The undersigned hereby acknowledges his/her responsibility under Federal applicable law and the Agreement to keep confidential any information of the Facility. The undersigned agrees, under penalty of law, not to reveal to any person or persons except authorized clinical staff and associated personnel any specific information regarding any patient, and further agrees not to reveal to any third party any confidential information of the Facility.
- \_\_\_\_\_ I agree to notify Salt Lake Community College of my whereabouts for a minimum of one year after graduation from the Occupational Therapy Assistant Program. I will provide to the program any change of address I may have on a timely basis. I will complete and submit one graduation survey as requested by the OTA Program Coordinator.

\_\_\_\_\_  
Student name (print)

\_\_\_\_\_  
Student ID#

Student signature | Date: \_\_\_\_\_

\_\_\_\_\_  
Faculty name (print)

Faculty signature | Date: \_\_\_\_\_



**OCCUPATIONAL THERAPY ASSISTANT PROGRAM  
PHOTOGRAPHIC MODEL CONSENT RELEASE**

1. In the consideration of the sum \_\_\_\_\_ dollar(s), the receipt I hereby acknowledge, that I am eighteen years of age or over.
  
2. In consideration of the sum \_\_\_\_\_ dollar(s), the receipt I hereby acknowledge that I am a minor born on \_\_\_\_\_, 20\_\_\_\_\_.

..... and hereby give Salt Lake Community College, its successors and assigns and those acting under its permission or upon its authority, the unqualified right and permission to reproduce, copyright, publish, circulate, or otherwise use my name and/or photographic likeness of me still, single multiple or moving in which I may be included in whole or in part, or composite.

I waive any right to inspect and approve the finished product or copy that may be used or the use to which it may be applied. This authorization and release cover the use of said materials in any published or broadcast form, and any medium or advertising, publicly or trade in any part of the world for a period of ten years.

Furthermore, for the consideration above mentioned, I, for myself, my heirs, executors, administrators, or assigns, transfer to Salt Lake Community College, its successors and assigns all my rights, title, and interests in and to all representatives of the organization. This agreement represents in full all terms and consideration, and no other inducements, statements, or promises have been made to me.

**PROPER PARTIES**

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Print Name: \_\_\_\_\_

Signature of model: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Salt Lake Community College's Date:

Representative: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of parent and/or guardian if the model is a minor:

I hereby certify I am the parent and/or guardian of \_\_\_\_\_ a minor under the age of eighteen years of age, and in consideration of the value received, I hereby grant full and irrevocable consent.

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_