



OCCUPATIONAL THERAPY ASSISTANT
PROGRAM

STUDENT HANDBOOK

2020-2021

This Copy Belongs To: _____

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School of Health Sciences, Occupational Therapy Assistant Program.
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Dear Student,

Welcome to the Occupational Therapy Assistant Program at Salt Lake Community College. 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 following handbook was created for your information about the policies, procedures, and guidelines that anchor this program. The Student Handbook begins with important General Information related to the program as well as information related to the larger network that governs the profession and program. Later in the handbook are policies and procedures related to all areas of the curriculum, including fieldwork and program. Please 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. Updates to policies are made on the handbook online; students are also responsible to keep up to date with them.

We, as instructors in this program, strive to facilitate and provide the best education possible to advance your knowledge and skills in serving persons with disabilities through the practice of occupational therapy. If you have any questions about the information in this handbook, do not hesitate to contact us.

Sincerely,

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TABLE OF CONTENTS

General Information	
Program Description	2
American Occupational Therapy Association (AOTA)	3
Occupational Therapy Code of Ethics and Ethics Standards	4
Creed for COTAs	5
Accreditation Council for Occupational Therapy Education (ACOTE)	6
Salt Lake Community College Vision, Mission, and Values Statements	7
Salt Lake Community College Student Learning Outcomes	8
Occupational Therapy Assistant Program Learning Outcomes	10
OTA Program	
Mission Statement	11
Philosophy/Learning Outcomes	12
Service Learning/Civically Engaged Scholars	13
Student Occupational Therapy Assistant Club	14
OTA Course Sequence	15
Essential Job Functions	16
Professional Licensing and Certification	19
OTA Program Operational Policies and Procedures	
Plagiarism	21
Student Advising Policy/Procedures	22
OTA Program Completion Policy	23
Code of Ethics/Conduct Policy	25
OTA Suicide Prevention	30
Social Media/Technology Use Policies	33
Student Attendance and Absence Policy	35
U.S.C.A. Section 1681 (a): TITLE IX	37
Probation, Deferment, Dismissal, Withdrawal and Pregnancy Policies	38
Assignment Policy	43
Academic Grievance Policy	44
Appeals Policy/Procedures	45
Student Confidentiality Policy	46
Criminal Background Check	47
Professional Presence/Dress Code	48
Student Health Related Policies	50
Immunization/Certification Compliance	51
Drug and Alcohol Policy	52
Bodily Fluids and Bloodborne Pathogens Policy	54
Military Leave Policy	56
Jury Duty Policy	57
Student Services	58
Philosophy, Policies and Procedures Related to Fieldwork	
Fieldwork Philosophy and General Overview	60
Student Fieldwork Policies/Responsibilities	62
Fieldwork Forms	
Level I Fieldwork Site Evaluation	68
Level I Fieldwork Assessment of Student Performance	69
Level II –Student Evaluation of the Fieldwork Experience (SEFWE)	73
Appendix	
Student Declaration of Understanding (Background Check, Disclosures and Drug Testing)	83
Program and Handbook Agreement Form	84
Photographic Model Consent Release	85

GENERAL INFORMATION

PROGRAM DESCRIPTION
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

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.

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.

The Occupational Therapy Assistant Program is the only fully "engaged" service learning department 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 service 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 OTA coursework. Students are required to spend 150 hours or more involved in service learning. Students with a "B" average or higher will graduate as "civically engaged scholars."

The Occupational Therapy Assistant Program also has every student participate in a multidisciplinary outpatient OTA/PTA Clinic under the direction of supervising faculty. The clinic runs two afternoons each week for around ten weeks a semester using a peer-mentoring design. Student involvement in the OTA Clinic is part of each student's service-learning coursework.

Graduates comment that service learning provides a smoother transition from student to 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.

**AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA)
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

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 AOTA to become familiar with the organization, utilize its resources and keep up to date with current practice. The website for AOTA is located at <http://www.aota.org>.

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 21st 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, PhD, 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>

OCCUPATIONAL THERAPY CODE OF ETHICS AND ETHICS STANDARDS AMERICAN OCCUPATIONAL THERAPY ASSOCIATION

The American Occupational Therapy Association published the Occupational Therapy Code of Ethics and Ethics Standards in 2010 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://www.aota.org/-/media/Corporate/Files/Practice/Ethics/AOTA-2020-Code-of-Ethics.pdf>. Listed on the next page are the main principles of the Code of Ethics. Please see the Policies and Procedures area of this Student Handbook for more details in regard to violations of the Code of Ethics.

Key Principles:

1. “Beneficence: Principle 1- Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.
2. Non-maleficence: Principle 2- Occupational therapy personnel shall always refrain from actions that cause harm.
3. Autonomy and Confidentiality: Principle 3- Occupational therapy personnel shall respect the right of the individual to self-determination.
4. Social Justice: Principle 4- Occupational therapy personnel shall provide services in a fair and equitable manner.
5. Procedural Justice: Principle 5- Occupational therapy personnel shall comply with institutional rules, local, state, federal, and international laws and AOTA documents applicable to the profession of occupational therapy.
6. Veracity: Principle 6- Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.
7. Fidelity: Principle 7- Occupational therapy personnel shall treat colleagues and other professionals with respect, fairness, discretion, and integrity.”

American Occupational Therapy Association (2010). Occupational Therapy Code of Ethics and Ethics Standards. *American Journal of Occupational Therapy*, 64 (November/December Supplement).

CREED FOR COTAs

Author Unknown

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.

This creed outlines and spells out the ethical behaviors which are expected by the SLCC OTA student whether in the classroom, on fieldwork, engaged in service learning or working in the clinic.

**ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION
“ACOTE”
THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION**

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 profession and the consumer.

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 supervisor 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 practice.
- Uphold the ethical standards, values, and attitudes of the occupational therapy profession.

American Occupational Therapy Association, Inc. (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814

Accreditation Council for Occupational Therapy Education (ACOTE)

AOTA:
Phone: 301-652-6611
TDD: 800-377-8555
www.aota.org

ACOTE:
Phone: (301) 652-6611 Ext. 2914
Fax: (301) 652-1417
Email: accred@aota.org
www.acoteonline.org

**SALT LAKE COMMUNITY COLLEGE
VISION, MISSION, AND VALUES STATEMENTS**

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

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.

College-wide Student Learning Outcomes

Upon successful completion of the program at SLCC:

1. Students communicate effectively. This includes developing critical literacies—reading, writing, speaking, listening, visual understanding—that they can apply in various contexts; organizing and presenting ideas and information visually, orally, and in writing according to standard usage; understanding and using the elements of effective communication in interpersonal, small group, and mass settings.

2. Students develop quantitative literacies necessary for their chosen field of study. This includes approaching practical problems by choosing and applying appropriate mathematical techniques; using information represented as data, graphs, tables, and schematics in a variety of disciplines; applying mathematical theory, concepts, and methods of inquiry appropriate to program-specific problems.

3. Students think critically and creatively. This includes reasoning effectively from available evidence; demonstrating effective problem solving; engaging in creative thinking, expression, and application; engaging in reflective thinking and expression; demonstrating higher-order skills such as analysis, synthesis, and evaluation; making connections across disciplines; applying scientific methods to the inquiry process.

4. Students develop the knowledge and skills to become community engaged learners and scholars. This includes understanding the natural, political, historical, social, and economic underpinnings of the local, national, and global communities to which they belong; integrating classroom and community-based experiential learning; identifying and articulating the assets, needs, and complexities of social issues faced by local, national, and global communities; evaluating personal strengths, challenges, and responsibility for effecting positive social change in local, national, and global communities; drawing upon classroom and community-based learning to develop professional skills and socially responsible civic behaviors; engaging in service-learning for community building and an enhanced academic experience.

5. Students develop the knowledge and skills to work with others in a professional and constructive manner. This includes engaging with a diverse set of others to produce professional work; interacting competently across cultures; understanding and appreciating human differences; understanding and acting on standards of professionalism and civility, including the SLCC Student Code of Conduct.

6. Students develop computer and information literacy. This includes using contemporary computer hardware and software to effectively complete college-level assignments; gathering and analyzing information using technology, library resources, and other modalities; understanding and acting upon ethical and security principles with respect to computer technology and to information acquisition and distribution; distinguishing between credible and non-credible sources of information, and using the former in their work in an appropriately documented fashion.

7. Students develop the attitudes and skills for lifelong wellness. This includes understanding the importance of physical activity and its connection to lifelong wellness; learning how participation in a fitness, sport or leisure activity results in daily benefits including stress reduction, endorphin release, and a sense of well-being.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM LEARNING OUTCOMES

OCCUPATIONAL THERAPY ASSISTANT PROGRAM LEARNING OUTCOMES

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

**OTA PROGRAM MISSION STATEMENT
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

The Occupational Therapy Assistant Program at Salt Lake Community College is committed to providing students with quality education and clinical expertise.

The program is designed to prepare 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 service 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

**OTA PROGRAM PHILOSOPHY/LEARNING OUTCOMES
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

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 may begin with preparation progressing towards purposeful activity with occupation as the outcome (AOTA, 2008).

Generalist training, coupled with expectations identified in local industry are 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 a member 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 Program's student learning outcomes utilizes the college-wide student learning outcomes as a basis for all learning. Each course syllabi within the OTA Program outlines how the overall college student learning outcomes align with the specific learning outcomes needed for successful completion of the course. The specific learning outcomes also align with the Accreditation Council for Occupational Therapy Education standards for OTA Programs.

American Occupational Therapy Association. (2008). Occupational therapy practice framework: Domain and Process. *American Journal of Occupational Therapy*, 62(6), 625-683.

Wilcock, A. A. (2006). *An occupational perspective of health* (2nd ed.). Thorofare, NJ: SLACK Incorporated.

**SERVICE LEARNING/CIVICALLY ENGAGED SCHOLARS
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

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 deepen 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 service learning projects within the OTA Program. Service 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 project. 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:

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

For more information related to Service Learning, please see the Thayne Center website at <http://www.slcc.edu/thaynecenter/>

**STUDENT OCCUPATIONAL THERAPY ASSISTANT CLUB
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

The Student Occupational Therapy Association 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 weekly with both first and second-year students in the fall semester. In the spring semester the first year students take over elected club positions and activities. Student membership costs \$10-\$20 each semester.

President:

Conducts and presides at all regular meetings
Attends ICA meeting once monthly
Appoints committees as needed
Manages all officers to ensure all duties are covered
Represents club whenever necessary
Communicates with club advisor and/or
Program Coordinator/teachers

Vice President:

Attends all regular meetings
Attends ICA meeting once monthly
Reports on SLCC club policies and/or changes
in policy
Registers SOTA each fall with Clubs/Associations
Assists 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 log of activities date, time, and type of
service
Coordinates with Historians, President, and
advisor/program director 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

Assists with any administrative tasks as needed

UOTA (Utah Occupational Therapy Association)

Representative:

Must be a UOTA member
Attends all regular meetings
Attends all monthly meetings held by UOTA,
Reports on all changes/news concerning OT
locally obtained via UOTA
Submits an article in the quarterly newsletter to UOTA
including activities, service projects, and announcements
concerning SLCC's SOTA Club

ASD (Association of Student Delegates) AOTA

Representative of the SLCC OTA Program:

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

Program Advisory Committee Representative:

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

Service and Social Activities Standing Committee: (2-3 members)

Communicates with SOTA club advisor about
supplies need and receives permission from the advisor for
each and every project and activity
Fills out required forms to document activities for
submission to ICA
Collaborates and plans at least one service activity
and at least three social activities per semester
Collaborates with the SOTA club

**OCCUPATIONAL THERAPY ASSISTANT PROGRAM COURSE SEQUENCE
SALT LAKE COMMUNITY COLLEGE
ASSOCIATE OF APPLIED SCIENCE DEGREE**

Courses:			Credit Hours
Prerequisites:*			
BIO	2320 & 2325***	Human Anatomy & Anatomy Lab	4
ENG	1010	Intro to Writing	3
MATH	1010 or Math 1040**	Intermediate Algebra/Introduction to Statistics	4/3
PSY	1100	Life Span Growth & Development	3
COMM	1010	Elements of Effective Communication	3
OTA	1020***	Intro to OT (can only be taken twice)	<u>3</u>
Total			20/19
First Semester-Fall			
OTA	1100/1105	Functional Anatomy Lecture & Lab	3/1
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	<u>2</u>
Total			19
Second Semester-Spring			
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	Pediatrics/Adolescent Lecture	3
OTA	1290	Pediatrics/Adolescent Supervised Instruction	<u>3</u>
Total			21
Third Semester-Fall			
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	2370	Geri-Psych Fieldwork I Experience	<u>2</u>
Total			15
Fourth Semester-Spring			
OTA	2450	Fieldwork II Experience Part I	6
OTA	2460	Fieldwork II Experience Part II	<u>6</u>
Total			12
		Prerequisites	20/19
		Semester 1	19
		Semester 2	21
		Semester 3	15
		Semester 4	<u>12</u>
		Total	87/86 Semester Credit Hours

Recommended Courses: MA 1100 Medical Terminology 2 cr. or embedded in OTA 1180 Domain & Process

*Must earn a "B" or higher within last 5 years (pre-requisite is BIO 1610 4 credits)

**Must earn a "C" or higher within last 5 years

***Must earn a "B" or higher and can only be taken twice

**ESSENTIAL JOB FUNCTIONS OF THE OTA STUDENT and PRACTITIONER
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

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 fieldtrips, during service 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 who cannot meet these demands will not be successful candidates for job placement in the workforce as an occupational therapy assistant. Students must be able to meet the essential functions of the program with or without accommodations under Section 504 or the Rehabilitation Act or the ADA.

Physical Demands	<p>Mobility Students/practitioners must have the ability to:</p> <ul style="list-style-type: none"> • Independently transport self within facilities such as classrooms, library, restrooms, meal facilities, clinic, client rooms • Independently utilize bathroom facilities • Independently utilize sinks for washing hands • Independently utilize community mobility and ability to transport self to and during field trips, site visits, lab outings, and fieldwork placements at various community settings and locations • Independently squat or kneel to stand from the floor, mats, etc. • Independently utilize stairs or elevator
	<p>Strength Students/practitioners must have the ability to:</p> <ul style="list-style-type: none"> • Complete transfer and positioning activities with another individual lifting and completing a level transfer up to 250 lbs. utilizing safe techniques including balance • Independently lift client from floor or mat of 75 lbs. utilizing safe techniques including balance • Manage items that provide resistance such as suspended equipment, hand-held and power tools up to 50 lbs. • Manage client movement with tone resistance in range of motion and muscle testing • Have a minimum of 30 lbs. grip strength, needed for lifting and dexterity in one or both hands • Push up to 300 lb. (client and wheelchair) • Stand up to 4 hours

	<p>Coordination and Balance Students/practitioners must have the ability to:</p> <ul style="list-style-type: none"> • Manipulate both hands to manage client movement and positioning • Plan motor movements in arms & legs for various repetitive contralateral patterns used in giving demonstrations to clients • Balance on one foot for 10 seconds eyes open and closed • Independently document data with handwriting or keyboarding at 30 words/minute or greater
Environmental Demands	<p>Environment Students/practitioners must have the ability to:</p> <ul style="list-style-type: none"> • Work in environments that have exposure to factors such as noise, varying temperatures, visual distractions, and some fumes • Utilize means of written or technological communication to take notes and complete reports
Visual Demands	<p>Visual</p> <ul style="list-style-type: none"> • Ability to observe facial expressions, large and small movements • Ability to see objects as small as 1/8 inch • Ability to use visual skills to clinically observe performance and behavior
Auditory Demands	<p>Auditory</p> <ul style="list-style-type: none"> • Hear soft verbal responses from a distance of 15 feet without looking directly at a person
Communication	<p>Verbal Students/practitioners must have the ability to:</p> <ul style="list-style-type: none"> • Articulate words and phrases of professional terminology associated with the discipline • Give feedback orally • Comprehend the cultural language of instruction and practice • Structure sentences and directions with clarity to faculty, students, clients, families, community partners, fieldwork educators
Cognitive	<p>Clinical reasoning Students/practitioners must have the ability to:</p> <ul style="list-style-type: none"> • Orientate self to the environment for safety • Follow directions, problem solve, make safe decisions • Critically reason differences between

	<p>subjective and objective data</p> <ul style="list-style-type: none"> • Recognize personal bias and cultural differences • Adhere to confidentiality • Accept feedback and direction • Recognize emergency situations • Apply knowledge gained from the education effectively in the clinical situation • Demonstrate the ability to assess a client's condition and progress on an on-going basis to think independently • Exercise good judgment • Complete work assignments within required time allocated in classroom* and clinic*, fieldwork and practice <p>Multi-task Students/practitioners will have the ability to:</p> <ul style="list-style-type: none"> • Manipulate a stop-watch with accuracy while silently counting repetitions • Work with two or more clients simultaneously while working on different activities/goals
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Modified from Pat Holtz, Program Director, Fox Valley Technical College, Appleton, Wisconsin.

**PROFESSIONAL LICENSING AND CERTIFICATION-PROFESSIONAL ORGANIZATIONS
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Once a student has graduated from the Salt Lake Community College OTA Program, he/she will be eligible to register and take the National Board Certification in Occupational Therapy (NBCOT) exam. Graduates must pass this certification exam in order to practice as an occupational therapy assistant. Information about the exam and certification/recertification can be found at <http://www.nbcot.org>.

NBCOT
One Bank Street
Suite 300
Gaithersburg, MD 20878
Phone: 301-990-7979

Dependent upon which state the practitioner practices in, the practitioner also needs to be licensed in order to practice occupational therapy in that particular state. Information about Utah licensing and renewal can be located from the Department of Occupational Professional Licensing (DOPL) at <http://www.dopl.utah.gov/>

DOPL
PO Box 146741
Salt Lake City, UT 84114-6741
Phone: 801-530-6628 or 1-866-275-3675
Fax: 801-530-6511

Professional Organizations:

American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814
Phone: 301-652-2682 TDD: 800-377-8555
<http://www.aota.org>

Utah Occupational Therapy Association (UOTA)
PO Box 58412
Salt Lake City, UT 84158-0412
<http://www.utahotassociation.org>

OPERATIONAL POLICIES AND PROCEDURES

PLAGIARISM

Academic Standards, as stated in the Student Code of Conduct published by the Salt Lake Community College, are adhered to regarding Academic Honesty/Dishonesty including cheating, misrepresentation, out-of-class work, plagiarism, and other violations.

Plagiarism is not tolerated and will be treated seriously. All students will be honest in completing all exams and assignments and do their own work. SLCC's plagiarism will be strictly enforced. Group work is to be shared equally. Students not contributing their share of the group work may be placed on probation as they are receiving credit for someone else's work. Students should not protect other students who are not participating equally.

See https://www.slcc.edu/policies/policies/student_affairs/8.1.050.aspx for more information.

**STUDENT ADVISING POLICY/PROCEDURES
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

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

Procedures:

1. Students will refer questions or concerns on coursework to the instructor of each course.
2. Students may, during office hours, consult with faculty for the purpose of advisement on a first-come, first-serve basis. Student will only make individual appointments (other than office hours) if faculty are unable to meet during office hours.
3. 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.
4. Students must be sensitive to the amount of time taken for advisement, especially if other students are waiting to speak with an instructor.
5. Students will first speak to the instructor, if the concern regards them or an issue in their class before making an appointment or meeting with the Program Coordinator. If the issue remains unresolved, the students may speak with the Program Coordinator before speaking with an associate dean, dean, or college administrator. Students are expected to exercise professionalism and follow a chain of command for the voicing of concerns.
6. Students are expected to meet with the occupational therapy academic advisor at least once per semester to ensure all coursework is progressing towards graduation.
7. 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/>

**OTA PROGRAM COMPLETION POLICY
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Policy: Students selected for the OTA professional program must meet the following criteria in order to maintain placement in the program. This includes the following:

1. Full-time class credit commitment during all four semesters of the program.
 - Students must be available for variable class schedules (day, evening, or weekend) depending on class offerings/adjunct faculty scheduling.
 - Jobs and work-related schedules will not take priority over class times.
 - Attendance and punctuality are required.
2. Faculty members of the OTA Program will not approve an appeal to withdraw from a course if a student is not successfully passing a course after SLCC's determined withdraw date or if the student is on probationary status at the time of request.
3. Enrollment in courses within the OTA Program following sequence include prerequisite courses and fieldwork. All prerequisite courses with a departmental exception must be completed before a student can enter their third semester of didactic OTA coursework.
4. Students must complete all OTA coursework of the first three academic semesters to be eligible to register for Fieldwork II experiences. There cannot be more than a year span between completing OTA coursework. Students requiring over a year to complete the coursework will be dismissed from the program.
5. Achievement of a grade of "C" or better is required in all OTA curriculum courses. Achievement of a grade of "C" or better is required for all prerequisite courses, except for OTA 1020 (Intro to OT) and BIOL 2320/2325 (Human Anatomy), which requires a "B." Math 1010, BIOL 2320/2325, and OTA 1020 must be taken within five years of enrollment in the OTA Program. OTA 1020 can only be taken twice. Failure to meet these criteria will result in non-admittance or being dropped from the OTA Program. Grades of C- or below (74%) will require the student be placed on probationary status and retake the course or courses within one academic year or the next time the course is offered.
6. 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. Students who do not retake both courses within one year will be dismissed on the records of the OTA Program.
7. Students dismissed from the OTA Program cannot reapply.
8. Students who voluntary drop or withdraw from the OTA Program must reapply through the standard application process which includes submitting new paperwork and completing the selective admissions criteria (previous admissions essays and service will not count for the second application). A reapplication will be considered only once and must be within 12 months of withdrawal. Students will be subject to all admissions requirements/systems as if they are a new applicant applying to the program.
9. Students who have an involuntary drop due to non-attendance of coursework in one or more courses will be dismissed from the OTA Program and may not reapply.

10. Students may retake one course (includes prerequisite and professional courses) one additional time and only when the course is reoffered within a classroom format.
11. Students failing more than one professional course, or one course failed twice will be dismissed from the OTA Program and cannot reapply.
12. Students receiving two letters of probation during the program will be dismissed from the OTA Program and cannot reapply. Probationary status is further explained on pages 34-37.
13. Students must have a percentage score of a 75% or above (C or better) in all courses of a semester to continue into the next semester of the academic program. Grading scale standard for all OTA coursework is as follows:

95-100%=A	71-74% =C- (Course retake required for C- and below)
90-94% = A-	67-70% =D+
87-89% =B+	64-66% =D
83-86% =B	60-63% =D-
80-82%=B-	0-59% =E
78-79% =C+	
75-77%=C	

14. Students must achieve minimum competency of skills in **all** courses and **all** assignments as outlined in each course syllabi and assignment. Students who fail a quiz **will be** required to retake it once. **If the student does not pass the retake at 75%, the student will be placed on academic probation.** If the student passes the retake, the original quiz grade will stand on cumulative grading for that course. If a student cannot pass a midterm or final exam with at least a C (75%) for minimum competency, the instructor for the course has the right to require a student to complete a retake or parallel exam so the student can demonstrate competency of the material. The final grade for the course is determined on the total number of points achieved by the student. As noted above, the first score of a quiz or other exam is calculated. In order to pass the course, the student needs to achieve 75% of the total points available.
15. OTA students are required to spend a specific number of hours in the OTA Clinic co-treating clients under the supervision of a licensed occupational therapy practitioner as outlined in each course syllabus. The number of hours may vary from semester to semester.

**OTA CODE OF ETHICS/CONDUCT POLICY
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Policy: OTA students will display professional and ethical behavior at all times as a student in the Occupational Therapy Assistant Program.

This OTA Code of Ethics represents the values of the occupational therapy profession. Each of the principles is explained below in terms of the expectations of behaviors (at a minimum) expected with the designation of an OTA student in the professional program. The behaviors listed should be demonstrated in public and private, within the classroom, on fieldwork, during the OTA Clinic, while participating at any service learning, field trips or other activities of which you are involved both in your professional and personal life. **Inability to demonstrate the abilities will result in a warning, loss of professionalism or participation points in a class at the discretion of the faculty observing the offense, probationary status, and/or dismissal.**

Key Principles:

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

Demonstration of this principle includes dedicating self to the study of occupational therapy in order to benefit clients:

1. Each student must be prepared for a scheduled class period which means reading the text and completing assignments prior to class. If the student is required to obtain supplies outside of class, each is expected to come prepared and not use class time to obtain supplies. Lack of preparedness may result in class dismissal, loss of attendance/participation points and is considered unethical behavior.
2. Each student shall attend, participate in and complete all learning experiences (including exams, group work, assignments, OTA Clinic, etc.) designed to meet the objectives of the courses in which he/she is enrolled.

Non-maleficance: Principle 2- Occupational therapy students/personnel shall intentionally refrain from actions that cause harm.

Demonstration of this principle relates to being competent in skills and prudent in the judgment of your own knowledge and skills. Harm can come from physical means as well as psychological and financial means.

1. All students shall be respectful of others and not discuss gender role, race, or cultural variation of others outside of a classroom course setting in which the topic is a point of discussion (also covered under Autonomy and Confidentiality).
2. All students participating in group projects or other activities which may cost money, or another resource will contribute equally.

3. During fieldwork assignments, each student engages in only those activities for which he/she has been trained, minimizing the probability of physical or psychological harm to the client and liability to the facility.

Autonomy and Confidentiality: Principle 3- Occupational therapy students/personnel shall respect the right of the individual to self-determination.

Demonstration of this principle relates specifically to maintaining confidentiality of clients, fellow students and/or faculty members.

1. Information received from a client in the OTA Clinic and Fieldwork will be discussed privately and only for professional purposes. HIPAA and FERPA laws must be followed.
2. Client information must be heard or discussed in classes or seminars in a way that the identity of the individual is not revealed. Documentation must also not identify the client.
3. Personal classmate information must remain confidential and cannot be shared with fieldwork sites, clinical fieldwork educators/supervisors, job recruiters, social media, etc. Faculty, fieldwork educator, and other professional persons who have provided your personal information in confidence must not be shared.

Social Justice: Principle 4- Occupational therapy personnel shall provide services in a fair and equitable manner.

Demonstration of this skill begins with being responsible for yourself and not expecting your classmates, the program, the college, the service learning faculty, fieldwork educators and others to pick up or clean up after you. Items in the beneficence principle may also apply here.

1. All students will pick up and clean up after themselves including replacing chairs, tables, equipment, supplies, and general maintenance during classes, fieldworks, and/or clinic just as a clinician would be responsible for themselves in a work situation.

Procedural Justice: Principle 5- Occupational therapy students/personnel shall comply with institutional rules, local, state, federal, and international laws and AOTA documents applicable to the profession of occupational therapy.

Demonstration of this skill relates to following the policies and procedures of the profession, OTA Program, SLCC and any fieldwork or service learning placements. Some rules are listed below.

1. All students are accountable and responsible for knowing and adhering to all rules, regulations, and policies of the OTA academic program and each fieldwork site they are assigned.
2. If an individual is acting in an unethical or incompetent manner, each student has the responsibility to report the action to an immediate supervisor, faculty, or fieldwork educator. This includes cheating, intoxication or other impairment, illegal activities, or code of conduct violations by a fellow student. This includes threats as well as actions. The student should first report to the instructor of that course. In the case of an instructor or fieldwork educator, the student should report to the Program Coordinator.

3. All students will be honest to provide criminal background status in all states and areas in which they have a positive criminal background record prior to beginning the program. The purpose for this criminal background check is to preserve the professional relationship between the OTA Program and the fieldwork site. Failure to provide this criminal background check places that relationship at risk.

Students who have a positive criminal background record may not be allowed on fieldworks, service learning opportunities, and the OTA Clinic. Placement for fieldwork would be dependent on finding a site that will allow a student with a positive criminal background, which may not happen depending on the particulars of the crime. Due to the limited number of sites available, one (1) placement will be attempted. If the site does not agree to accept the student, no other attempts for placements will be made, which results in the inability to move forward in the program. A criminal background check may also be requested and completed by the fieldwork site where the student must participate. The student may be asked to pay for this background check. Expungement of any offense is suggested before entering the professional program. Please see Criminal Background and Fieldwork Policies and procedures for details.

4. Academic Standards, as stated in the Student Code of Conduct published by the Salt Lake Community College, are adhered to regarding Academic Honesty/Dishonesty including cheating, misrepresentation, out-of-class work, plagiarism, and other violations. The code of Conduct can be found online at https://www.slcc.edu/policies/policies/student_affairs/8.1.050.aspx.
5. Students choosing to appeal a decision must go through the OTA Program Appeals Policy/Procedure. There are very specific timelines and procedures regarding appeals.
6. All students will turn in their test **as completed** if they must leave the testing area during a test. This includes needing to leave to go to the restroom.
7. All students must follow the dress code policies outlined in the OTA Student Handbook. Compliance to the dress code is required in the classrooms, clinic, and within the community (service learning and fieldwork). Remember that you are a student in the Occupational Therapy Assistant Program and represent the profession of occupational therapy even in your personal life.
8. All students will adhere to the scheduling of the Fieldwork II experience by the Academic Fieldwork Coordinator and not attempt to individually cancel or rearrange dates/times. If dates or times are problematic, then each student will first notify the Academic Fieldwork Coordinator. Students are not allowed to cancel or reschedule a fieldwork opportunity.

Veracity: Principle 6- Occupational therapy students/personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Demonstration of this principle relies heavily on making sure that the student is representing themselves in a professional manner at all times.

1. All students will submit their own work and credit other authors or classmates for their ideas or statements. Plagiarism is not tolerated and will be treated seriously. All students will be honest in completing all exams and assignments and do their own work (also includes Procedural Justice). SLCC's plagiarism will be strictly enforced. Group work is to be shared equally. Students not

contributing their share of the group work may be placed on probation as they are receiving credit for someone else's work. Students should not protect other students who are not participating equally.

2. All students who have an issue with another individual or program requirement will first address the individual prior to any verbal communication, written expression, gossip, or otherwise demeaning comments in person, hard copy or virtual.
3. Written reports will be presented in an objective, professional manner. Subjective data must be stated as such.
4. All students will be respectful of other students and instructors by refraining from unwarranted talking during class time and testing unless when the talking is not part of the entire classroom discussion.
3. The identification of a disability and the need for accommodations cannot be used as an excuse for a low grade or failing status. Disclosure is not required; however, each student must realize that special accommodations can only be provided with disclosure. Also, special accommodations can only be provided as outlined by the Disability Resource Center (DRC). Accommodations can only begin once the instructor receives written directives from DRC. Test and assignment grades prior to the accommodation identification received by the instructor from the DRC will stand.

Fidelity: Principle 7- Occupational therapy students/personnel shall treat colleagues and other professionals with respect, fairness, discretion, and integrity.

Demonstration of the principle includes being on time, attendance, calling or emailing when ill, absent or late and treating all members of the healthcare community with respect, fairness, discretion, and integrity.

1. Each student shall notify the instructor in the event he/she will not be attending a class or session and the reason for the absence.
2. Each student shall be on-time for classes just as it is necessary to be on-time for work.
3. All students will be an active participant in classes. Sleeping in class is professionally disruptive and should result in class dismissal, loss of attendance/participation points, and considered unethical behavior.
4. The personal use of cell phones, phone calls, text messaging, use of electronic devices for personal reasons (audio recording), emailing, or other technology not approved by the instructor during class may be professionally disruptive, unapproved, and should result in class dismissal, loss of attendance/participation points and considered unethical behavior. Individual instructors will provide personal policies for the use of technology in each course. Students are responsible to ask instructors of their policy before attempting to use these devices.
5. All students will be conscientious of how their actions and comments affect other students. Using a computer printer during a lecture is not acceptable and disruptive. Using a laptop or another electronic device that is not muted is disruptive and disrespectful. Make sure all cell phones are placed on mute when in the classroom.

6. All students shall initiate honest, open discussion with an instructor pertaining to any factors interfering with completion or acceptable progress of coursework. The student cannot wait until a course grade is in jeopardy to begin asking for assistance.
7. An honest rated and written evaluation of each instructor and course is expected. The course or instructor's evaluation should not reflect negative attitudes based on grades received or personal differences.
8. All students shall respect the rights and professional standing of colleagues in their own or other professions. Students who have an issue with another individual or program or program requirement will first address the individual prior to any communication, gossip, written expression, or otherwise demeaning comments with others in person or virtually. Demeaning or derogatory comments about faculty, fieldwork educators or fellow students via social media will not be tolerated and will result in probationary status.
9. All students must individually obtain a professional association membership. Memberships must not be shared between students as this constitutes deception and an ethical violation. This includes but is not limited to the American Occupational Therapy Association and Utah Occupational Therapy Association memberships (Procedural Justice). Copies of membership will be collected each year.
10. Students must be respectful of fellow student classroom and learning time. Asking personal questions pertaining to therapy with a family member or debating the correctness of a test question should not take up classroom time. Specific questions for instructors can be directed and discussed during office hours or by special appointment.
11. In the case of an absence or being late for class, the individual student is responsible to obtain information from a fellow student or instructor on what was announced or taught in class. Each student must take initiative to find out what material was missed. Instructors are not expected and are advised not to re-teach any missed material individually to students.

Reference:

American Occupational Therapy Association. (2010). Occupational Therapy Code of Ethics and Ethics Standards. *American Journal of Occupational Therapy*, 64 (November/December Supplement).

**OTA SUICIDE PREVENTION
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Sourced from: <https://www.slcc.edu/bit/suicide-prevention.aspx>

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

attempts 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. Engaged 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.

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 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 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 on-site assessment and crisis intervention.

A student may also be referred directly to 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 is provided by the counseling staff at Center for Health and Counseling and is available upon request. To inquire about training, contact Scott Kadera at (801) 957-4268 or scott.kadera@slcc.edu.

**SOCIAL MEDIA/TECHNOLOGY USE POLICIES
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

The advent of social media/technology use in the classroom as an instructional tool has caused both opportunities and distractions. The expectations for the occupational therapy assistant student are to engage and present during class time, which means that you will be free from technological distractions. Research has shown that these distractions may cause individual inattentiveness and can make it difficult for others to stay focused on the immediate discussions.

Policies:

1. Cell phones, iPods, pagers, laptops, High-Resolution DVR Spy Pens with webcam and microphone or any other electronic device (excluding ADA authorized devices) must not be used and must be silenced before entering the classroom. Individual instructors may have policies regarding the use or allowance of technology in the classroom. If there is a reason you may have to use a cell phone, first advise your instructor before class about the need, sit close to a door, and exit the classroom to take the call. If an emergency happens, students are expected to leave to respond to the emergency. To prevent an unexcused absence from the emergency, the instructor must be notified by the end of the day or 11:59 pm. Students discovered reading/sending text messages or emails during class may be asked to leave the class, will lose “professionalism points” for the day and will receive an unexcused absence for lack of attendance and respect to the instructor. Sending or posting assignments during classroom time will also result in the same consequences.
2. Students are expected to engage in discussion for the class. Electronic device use is accepted to access your textbook, take notes, and research a discussion topic if the class instructor approves.
3. Students may not record or publish information from the class without written authorization from the instructor. Students who record or publish without authorization will automatically be placed on probation, asked to write an apology, identify how they will withdraw use of the material, and indicate restitution for the offense. If materials are copied or used without authorization PRIVACY/INTELLECTUAL PROPERTY RIGHTS have been violated. This is another type of plagiarism. Students who record and/or publish anything related to the course or program will also be in violation of the OTA Code of Ethics. Any power points or other documentation posted to Canvas must be considered the intellectual property of the instructor or the institution. It is material not to be copied for personal use or professional use (in-services, talks, teaching, etc.). It must be limited for study purposes only.
4. Students in the OTA Program at Salt Lake Community College have the right to develop a Facebook page or other social media pages. If a page is created, it shall not include the name Salt Lake Community College or OTA Program anywhere on the page. Students in OTA Program shall understand that the page is not an extension of the program or the classroom.
5. Student organizations should work with the Health Sciences Social Media Manager to set up social media pages and or groups that have the SLCC name or branding as part of it. Administrative rights-at a minimum- should be given to the student organization advisor and Social Media Manager. Others may request it. No student that has graduated should have administrative rights to the site.
6. Students may not discuss/share verbally or via any social media about the client or their family’s information from school clinic, fieldwork sites, instructor, faculty, field work educator or other classmates where can be identified by others without written permission from the individual or individuals. Any student violating this policy will be placed on immediate probation and/or dismissed from the program. Confidential or personal information shall include but is

not limited to:

- Name, age, address, medical information, family members of the client at anything that can possibly identify the client you work during clinic or fieldwork site.
- Medical practice of the clinical fieldwork site.
- Personal information of a clinical instructor, faculty, and classmates. This includes academic information of classmates.
- Derogatory comments about faculty, clinical instructor, or classmates.

Social media shall constitute the following but not be limited to:

- Facebook
- Twitter
- MySpace
- Instagram
- Pinterest
- LinkedIn
- Reddit

See <https://www.slcc.edu/policies/docs/8.1.050---code-of-student-rights-and-responsibilities.pdf> for more information.

**STUDENT ATTENDANCE AND ABSENCE POLICY
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Policy: Students will demonstrate professional behaviors, the OTA Code of Ethics 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 for the implementation of feedback given by faculty or fieldwork educators.

Procedures:

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/Absences:

1. 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.
2. Absences when they happen will take the form of either excused or unexcused.

Rules on Absences:

Excused absences are those as listed in which prior notification of the instructor has taken place with verification or evidence to support the absence provided to the instructor no later than one week after the absence. Even with an excused absence, participation points for the course will still be deducted at 10% per absence if the class was held. Two (2) excused absences for each course and up to four (4) excused absences within the entire program per semester are allowable. The third excused or unexcused absence in one course or the fifth excused or unexcused absence per semester throughout the program will result in automatic probation.

1. Death in the immediate family. Bulletin from the service and indication of family relatedness.
3. Sudden, severe personal/family illness. Note from a physician.
Please note: One day of class absence due to illness *per semester* will be honored as excused without a doctor's note.
4. Catastrophic accident. Agency report, such as police report.
5. Personal, cultural family/another event such as a family wedding (not a personal wedding), LDS mission farewell or homecoming, birth, etc. The program, picture, or bulletin.
6. Severe snow days. Verified by SLCC weather info (801-957-4636).
In the case of students traveling from a distance—severe snow days must be verified printed media or highway report.
If clearing occurs at mid-day, students are expected to attend classes.
7. College activity or national conference event. Prior written permission by the Program Coordinator with evidence of attendance.
This is excused with no professional/participation/attendance points deducted for the experience.

Unexcused absences are those listed below or that fall into the category of an appointment or event (including medical appointments) which should be scheduled at a time to avoid missing a class. Observable effort to prioritize coursework is expected from all students. Participation points for the course missed will be deducted at 25% per unexcused absence, no exceptions. Only one unexcused absence is allowed per course and up to three within a program within a semester. Two unexcused absences in one course or four unexcused absences across the program will automatically earn the student a letter of probation. An unexcused absence will be earned in the following ways:

1. Lateness to class/fieldwork and/or leaving early. A class begins when the instructor begins teaching and at the time designated by the instructor to resume instruction after a break. A class ends when the instructor dismisses the class.
2. Students who do not contact their instructor personally prior to class time. Students are not to ask another faculty, student, or other person to relay a message of absence or lateness.
3. Personal appointments with physicians, dentists, etc. scheduled during course times. Personal weddings, events, or vacations scheduled during course times.
4. Any excused absence in which pre-notification of the instructor did not take place or evidence was not provided within a week.

Please note: Absences from fieldwork responsibilities should not occur except if under the excused category. A student must report an absence from fieldwork to **both** the academic fieldwork coordinator **and** the fieldwork educator. **The academic fieldwork coordinator and the fieldwork educator will collectively determine whether the student's absence is excused or unexcused.** Absences not reported by the student to both the OTA Program academic fieldwork coordinator and fieldwork educator by the student will automatically be considered "unexcused." Absences can be reported by the student to the academic fieldwork coordinator by either phone message or e-mail. Student must follow facility instructions on how to report an absence to their immediate fieldwork educator. Students have the right to submit an appeal.

Participation:

1. 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.
2. 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.

U.S.C.A. SECTION 1681 (a): 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:

Kenneth Stonebrook, J.D.
Title IX Coordinator
Salt Lake Community College
Taylorsville Redwood Campus – STC 276A
801-957-5027
ken.stonebrook@slcc.edu

Online Reporting Form: <http://www.slcc.edu/title-ix/complaint.aspx>

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: <http://www.slcc.edu/title-ix/index.aspx>

Salt Lake Community College has a strong prohibition against RETALIATION! The college does not tolerate acts of retaliation against anyone for engaging in filing a complaint or participating in an investigation.

PROBATION, DEFERMENT, DISMISSAL, WITHDRAWAL, AND PREGNANCY POLICIES
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Policy: 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:

Probation will supersede direct dismissal from the OTA Program unless indicated in other policies.

Probationary status can be the result any one or more of the following reasons as noted below. Reasons for probationary status have been outlined through 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) excused or a combination of three excused and unexcused absences in one course.
 2. Five (5) excused or a combination of five excused and unexcused absences throughout the program in one semester.
 3. Two (2) unexcused absences in one course.
 4. Three (3) unexcused absences throughout the program per semester.
 5. Loss of all participation/professionalism points in any one class.
 6. 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.
 7. 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
 8. One (1) violation of the Student Confidentiality Policy.
 9. Non-compliance to the Professional Presence/Uniform/Dress Code more than once per semester.
 10. 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.
11. Immunization or re-certification of fieldwork requirements **allowed to lapse** or falsified.
 12. Inability to pass the OTA math competency exam with a 90% or higher on the 2nd attempt of the same semester.

Note: Students will receive an incomplete as the course grade and retake the math exam the following year the course is offered. The student may finish all other assignments in that course and all other program coursework for that semester. The student will be dropped from the existing cohort and reassume a cohort seat once the math exam is passed with the competency level established.

13. Election to withdraw or walk out from a Fieldwork I placement.
14. 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.
15. Student canceling a Fieldwork I, a Fieldwork II, or not completing an assignment within a pre- determined time period.
16. 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/incompetent practice of self or peers.
17. 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.

1. 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.
2. 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.
3. 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.
4. 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.
5. A meeting to discuss the contract must be scheduled by the student and attended within **ten** (10) academic days of initial notification/contact.
6. Both student, Program Coordinator, and any involved faculty or college employee will sign the contract.
7. Probationary status will remain in effect throughout the program. A student on probation is not considered in "good standing" with the program.

Procedure for Re-entry if on Probation for Grades:

1. 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.
 - a. Readmission to the course must be the following year or within one (1) year of initial probation.
 - b. Readmission will be dependent on space availability as only 12 slots are available in supervised instruction courses and 24 in lecture courses.
 - c. If there is no space availability, 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 OTA Program is ever changing and students who have over one year from having taken OTA coursework will not be able to keep up with the vigor of an ever-changing

curriculum.

2. After successful completion of the course re-take with a grade of “C” or higher, the student can regain “good standing” and officially reassume a spot in the professional program.
3. Each student must initiate and meet with the Health Sciences Academic Advisor to review coursework and program requirements. Students will be required to meet current requirements prior to re-admittance into a program cohort.

Dismissal:

Dismissal is serious and 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 OTA Program. Being dismissed means not attending any more class sessions, finishing a semester, or completing the program. Students who are dismissed will receive the grade earned at the time of the dismissal and not allowed to have grades for additional assignments, quizzes, or tests. A student dismissed is not allowed to reapply to the OTA Program again through selective admissions. A dismissed student is not allowed in the physical space of the OTA Program.

Dismissal will result from:

1. Two (2) letters of probation
2. Two (2) OTA course grades below “C” competency
3. Not re-taking (registration or otherwise) an OTA Program course in which, they have received a “C-” or lower within one year.
4. Positive drug testing from substances other than prescribed medications cleared by the drug testing agency
5. Alcohol or drug intoxication or abuse in the program or public
6. Walking out on an FWII experience in weeks 4-8.
7. Unsafe behavior practiced in the classroom, laboratory, clinic, or fieldwork as defined below:
The safety of the student, other students, and the clients/patients, are paramount. Automatic dismissal for unsafe practices may occur at any time during the academic semester. Automatic dismissal is based on unsafe behavior demonstrated by the student as determined by the faculty of the OTA 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
8. Severe unprofessional behaviors 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 OTA role.
9. 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 of a libelous nature to others.
10. Any other circumstance also outlined in this handbook.

Procedure for Dismissal for Unsafe Practice:

1. Completion of an incident report by a faculty describing the incident. Incident reports may also come from a fieldwork educator.
2. 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.
3. 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.
4. 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.
5. Students may continue the appeal process of the dismissal using SLCC academic grievance procedures by contacting the Health Sciences Academic Dean.

Deferment:

1. Students who wish to temporarily withdraw must do so with sound reasoning. Some reasons for deferment with a temporary withdrawal include:
 - a. Prolonged illness, injury, or disease that is expected to improve
 - b. Religious mission opportunities
 - c. Military deployment
 - d. Pregnancy
 - e. Other reason as agreed and collaborated between the student and the OTA department
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 OTA Program.
3. Students must be receiving a grade of a C or higher in all OTA 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, OTA Program deferment will not be approved, and the student must apply for re-entry to the OTA Program. Students must retake OTA Program courses in which they have received a "C-" or lower.

Procedures for re-entry based 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 OTA 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.

Withdrawal:

- 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 withdraw criteria past the withdraw date.
- If the student does not initiate a drop or withdrawal, a failing grade for the coursework could result.
- OTA instructors 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 OTA course the student is taking for the 2nd time due to receiving a C- or below the first time will not be honored. Actual withdrawal will result in the 2nd letter of probation dismissing the student from the OTA Program.

Pregnancy Policy:

If a student becomes pregnant at any time during their participation in the program, the student is encouraged to inform the Program Director of the pregnancy as soon as possible; however, notification by a student to program officials regarding pregnancy is voluntary.

The pregnant student may choose from one of the following options:

1. Continue in the program throughout the pregnancy. If the student so decides, she may continue in the program and will be expected to satisfactorily meet the same standards of clinical and classroom performance as are all other students enrolled in the program. A pregnant student wishing to remain in the program must sign a waiver releasing the school and any of its affiliated clinical agencies from ANY liability concerning her pregnancy or the unborn child; or
2. Withdraw from the program with the understanding that the student may reenter the program at the corresponding point during the next cohort, dependent upon space availability.

The student is required to follow all state/ federal guidelines regarding occupational exposure for the pregnant radiation worker and guidelines established by the National Council on Radiation Protection and Measurements. Appropriate accommodations will be made to assure fetal protection as outlined in state and federal guidelines. The student will also be expected to follow all pregnancy-related policies and procedures outlined at clinical site assignments.

ASSIGNMENT POLICY
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Policy: 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.

Procedures:

1. In the case of an excused absence, the assignment **must** be e-mailed to the instructor prior to the beginning of the class period.
2. If a quiz or test is required and a student has received pre-approval for an excused absence, the testing must be completed prior to the absence. If the student does not initiate to schedule with all instructors testing prior to the excused absence, the student will receive a zero grade for the quiz/test for each respective course. It is the student's responsibility to collaborate with the instructor a time for testing 1-2 weeks before the excused absence. There will be no make-up testing after the excused absence unless the excused absence is for an unavoidable catastrophic event such as an accident or snowstorm, etc.
3. Students are not allowed to turn in an assignment for another student.
4. All assignments given by an instructor must be turned in regardless if the due date is past. If the assignment is not turned in, it is considered a violation of the Code of Ethics and will result in probation.
5. Assignments turned in after the class period is over and before midnight will receive 50% credit. The assignment can either be given to the instructor in person or e-mailed to the instructor after the class period but on the due date. Emailed assignments must be received by the instructor by 11:59 pm on the due date, on the instructor's computer, 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.
6. Assignments turned in at or after midnight on the due date will receive a 0% score, no exceptions. It is the option of the instructor to review the late assignment and provide feedback.
7. Quizzes or tests can only be made up with an excused absence. Students with unexcused absences will not be allowed to make up missed quizzes or exams.
8. If a quiz or exam is to be taken in the Testing Center, a time will be determined by faculty and communicated to 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.
9. 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 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.

**ACADEMIC GRIEVANCE POLICY
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

In accordance with the Salt Lake Community College Student Code of Conduct, https://www.slcc.edu/policies/policies/student_affairs/8.1.050.aspx, the grievance policy for students with reference to academics can be found in Section III. Students are encouraged to seek resolution with the instructor(s) whenever possible. It is the goal of the School of Health Sciences to be forthright and consistent with specific academic policies throughout divisions and programs. This policy singularly addresses academic issues and the general principles for disciplinary actions as noted in the Student Code of Conduct Section III. It should be noted it is up to the faculty's discretion to provide warning (verbal or written), suspension, or dismissal based upon program policy and severity of the issue at hand. It is realized in some health sciences programs a failing grade, as stated in the syllabus and/or policy manual, may result in program dismissal.

STEP ONE: A student has the right, as per college policy, to grieve a grade, warning (verbal or written), suspension, or dismissal received within a program of study. A student, as per policy, must make an appointment to meet with the instructor of the class. A meeting, for anything other than a final grade, should be made within ten (10) days of the incident. Final grade disputes require a meeting within 30 days of the student receiving the grade. Every effort should be made to find resolution and provide evidence from both parties with respect to the grade issued.

STEP TWO: If a resolution cannot be made, the student must request in writing five (5) business days from the date of meeting with the faculty, a committee review of the grievance to the Associate Dean of the specific division. The grievance will be reviewed by a committee consisting of three (3) to five (5) faculty outside the program in which the student is enrolled. This will include the following members, the Associate Dean and two to four faculty members outside the discipline. The Associate Dean will serve as committee chair. One faculty and the program coordinator of the program involved in the grievance can attend the procedure, as can the student with one representative. Each of these parties will only be allowed to present evidence to the committee and not vote on the issue in question. Legal representation is allowed by either party. The proceedings will be recorded for accuracy. Upon completion of the proceedings, the committee ONLY will vote on the issue(s) noted in the student's grievance. A formal letter will be provided by the committee chair within ten (10) business days of the end of the proceeding with the committee's decision regarding the issue.

STEP THREE: If the student is not satisfied with the outcome, they may appeal to the Academic Dean of the School of Health Sciences. This must be done in writing within five (5) days of receiving the formal letter from the grievance committee chair. The Dean will review the appeal, all evidence, and render a decision to the student within ten (10) days of receiving the formal letter from the student. The decision of the Dean of the School of Health Sciences is final and cannot be appealed.

**APPEALS POLICY/PROCEDURES
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Policy: OTA students have a mechanism to appeal decisions and/or perceived violations of their rights within the Occupational Therapy Assistant Program.

Procedure:

1. Students who believe that their rights have been violated or who have a disagreement with an OTA Program decision regarding an assignment, test, or other decision related to the classroom or clinic should approach the individual/individuals involved within **FIVE (5)** academic calendar days following the incident. If the situation is not resolved, the student may then enter the appeals process.
2. An appointment must be made with the OTA Program Coordinator within **TEN (10)** academic calendar days following the incident. An account of the incident written by the student is required so faculty can be aware of what is being appealed and gain an understanding of the incident.
3. The OTA Program Coordinator will review the appeal and issue a written decision after convening a committee consisting of three persons affiliated with the OTA program (PAC member, other faculty, administrator, etc.).
4. The OTA Program Coordinator will respond with a written decision via email or written contract. The decision regarding the appeal will be made and provided to the student within **FIVE (5)** academic calendar days following the meeting/decision.
5. If the student is dissatisfied with the decision of the Program Coordinator or Committee, they may move to the next level of the appeal process and meet with the Health Professions Associate Dean who will outline the appeal process, grievance procedures and due process as outlined by the Salt Lake Community College Student Code of Conduct located at:
http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf
6. Students who believe that their rights have been violated or who have a disagreement with the OTA Program Coordinator and Associate Dean of Health Profession's decision related to OTA program dismissal may move to the next level of the appeal process. The student may submit a letter appealing the decision within **FIVE (5)** academic calendar days following the incident to the Dean of Health Sciences. The Dean will review the appeal as outlined by the Salt Lake Community College Student Code of Conduct located at: http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

**STUDENT CONFIDENTIALITY POLICY
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Policy: OTA 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.

Family 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*). SLCC, however, does not release students’ address or telephone numbers for personal or commercial use.

Information that CAN be released about a SLCC student includes:

- Student Name
- Birth date
- Enrollment status
- Dates of attendance
- Degrees awarded
- Date of graduation
- Honors
- Major field of student
- Most recent previous school attended
- Participation in activities/sports

*No information may be released on a student with a “directory information restriction.”

Other Program Policies:

1. 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.
2. Criminal background checks may be released to service learning and fieldwork placements which require them but only through procedures outlined by the Health Professions Division office.
3. Transcripts requests or grades must be referred to the Registrar (801-957-4298).
4. 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.
5. 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.

**CRIMINAL BACKGROUND CHECK
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Background information: Students who have committed a misdemeanor or felony involving moral turpitude may not be eligible to participate in service learning, fieldwork, state licensure, or national certification.

The inability to participate in service learning opportunities embedded in the coursework may affect grades and result in course failure.

Procedures:

- a. All students are required to obtain a criminal background check from the SLCC Health Professions Division required testing source regardless if another criminal background document is provided. This is at the cost to the student as stated in the SLCC catalog. Results are automatically sent to the Health Professions Division.
- b. Students who do not disclose all states of residence in the last ten years are in violation as stated earlier in this handbook.
- c. The OTA Program cannot place any student with a positive criminal background/history for fieldwork or service learning at community facilities without that community facility's approval. Placement for fieldwork or service learning at a community facility for a student with a positive criminal history cannot be guaranteed. Course grades will be affected if a student is unable to participate in service learning. Students cannot progress in the OTA Program and cannot graduate without completion of fieldwork assignments.
- d. All students with a positive criminal background and history who wish to participate in fieldwork and service learning must sign a waiver of acknowledgment that the criminal background check will be released to field work sites. This will allow faculty to attempt to place the student at sites that will take a student with a positive criminal background/history. **One (1) attempt** will be made to place the student at a fieldwork site.
- e. The student is responsible for contacting NBCOT and DOPL for a review of their criminal background to determine eligibility for certification and licensure.
- f. Delay in following these procedures could result in extra expense and time participating in the academic program without the ability to graduate and be gainfully employed after graduation.
- g. It is in the student's best interest to have any criminal record expunged before applying to the OTA Program. Expungement of criminal records may be necessary to successfully complete the OTA Program.

This information was provided to you at the time you applied to the program. This is just a reminder regarding information that may have appeared on your criminal background check: You assume the risk if your criminal background check is not clear. If you do not pass the background check, you may not be able to complete clinical assignments that are a part of the program you are in. This may result in dismissal from the program or an inability to take advantage of certain clinical sites. If an issue arises you may be asked to withdraw from the program, and it may be after the tuition refund deadline has passed. The clinical placement agencies make the final determination about accepting students for clinical placement. It is strongly recommended that if you know of any incidences that may impact you related to the past, that you take measures to have criminal offenses (felonies and or misdemeanors) expunged or sealed from your record if possible. Please consult with either your program coordinator or the appropriate associate dean.

**PROFESSIONAL PRESENCE/DRESS CODE
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Policy: All students in the OTA Program will reflect a modest and professional appearance of the health care worker during academic preparation, field trips, service learning contacts, PTA/OTA clinic and on fieldwork.

Students will be required to wear uniforms, identification badges, and remove facial piercings 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, 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 fieldtrips or service 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 appropriate dress code during initial contact with the fieldwork site, so dress is appropriate from the first day.

Professional dress code includes:

1. No dangling jewelry
2. No perfume/cologne
3. No artificial or long nails
4. Long hair tied back
5. Clothing clean and in good repair
6. No clothing that reveals bare midriff, shoulders or backside, see-through; tight fitted clothing-- including leggings, jeggings, and slim fitted pants
7. No body piercing to exposed body sites except for earrings
8. Cleanliness and good hygiene practices (fresh breath and non-scented deodorant)
9. No tattoos on exposed body sites
10. Shirts long enough to cover midriff and buttocks with reaching, bending, and twisting

11. Shirts high enough to cover chest hair or cleavage
12. Undergarments must be hidden from sight
13. Shorts/dresses/skirts no higher than 2” above the knee when seated
14. T-shirts are worn over bathing suits required during aquatic sessions. Swim shorts are recommended

Procedures for non-compliance of the dress code:

1. Students are encouraged to bring a 2nd set of clothing to be placed in their locker in the event that clothing worn to class is unacceptable.
2. Students will receive verbal communication that dress code is not being met.
3. Students who have received a verbal warning and have not corrected the dress code will receive a written warning.
4. Students in violation of written violation will receive a probationary letter. If the student is in the 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.
5. Students will be dismissed from class if they refuse to conform to dress standards or wear departmental clothing and the absence will be considered unexcused.

OTA Program Uniforms

Uniforms will consist of:

1. Polo shirt with SLCC and OTA logo
2. Name badge
3. **Tailored slacks:** khaki, blue, or black (slacks do not consist of leggings, jeggings or any slim fitted pants)
4. Socks (no holes)
5. Closed-toed shoes

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

**STUDENT HEALTH RELATED POLICIES
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Policy: All OTA students will maintain satisfactory physical and emotional health as required for college admissions and fieldwork.

The Occupational Therapy Assistant Program adheres to the college-wide Drug and Alcohol policy found on the following pages.

Procedures:

1. Students will turn in required documentation of immunizations upon entering the OTA Program to admissions, who will provide to the Academic Fieldwork Coordinator. Students must maintain the original for themselves and make an extra copy to place in a fieldwork notebook to take to fieldwork sites. These include:
 - a. TDap
 - b. MMR
 - c. Tuberculosis: Negative QuantiFERON TB-Gold blood test and t-spot. If positive TB test, then a negative chest x-ray is required.
 - d. Hepta-vax (Hepatitis B) including three-dose series and positive blood titer results.
 - e. Hep A (recommended)
 - f. Chicken Pox (Varicella) —vaccine or titer
 - g. Annual flu vaccine
2. **Students have the responsibility to update** any needed immunizations or titers prior to placement on fieldwork.
3. If the student chooses to waive required immunizations and tests, placement in fieldwork sites may be limited. Students, if accepted to sites, may be requested to wear a mask at all times.
4. Falsification or omission of information required on the student's health record is grounds for dismissal from the Occupational Therapy Assistant Program.
5. Random drug testing will be completed in the first year of the OTA Program and may be repeated at any time during the program if needed.
6. Students with positive drug testing will **NOT** be placed on fieldwork for that semester and will **automatically be dismissed** from the program.

**IMMUNIZATION/CERTIFICATION COMPLIANCE
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Curriculums in Health Sciences include practical clinical/fieldwork experiences for students. Most clinical/fieldwork experiences are arranged off-site of campus and require contractual agreements with facilities such as outpatient clinics, hospitals, long-term care facilities, funeral homes, etc. Contracts (verbal and written) are mutual agreements between parties. One mutual agreement is that all students must be compliant with immunization and certification requirements before placed.

1. Student Responsibility
 - a. Purchase a Complio account.
 - b. Upload all immunization and certification paperwork to the correct file or location in Complio.
 - c. Complete required immunizations and certifications by due dates set by the Program.

2. Academic Clinical/Fieldwork Coordinator Responsibility
 - a. Notify the student who is out of compliance in Complio.
 - b. Mentor the student to become compliant with immunizations/certifications.
 - c. Contact sites requesting acceptance of a student for the clinical/fieldwork if the student is working towards immunization compliance – such as with the Hepatitis B vaccination series.
 - d. Refer the student to the Division if any additional paperwork is required.
 - e. Assure no student is placed at a clinical/fieldwork site until full compliance can be determined on the Division spreadsheet or cleared through the Division.

3. Possible Reasons for Noncompliance
 - a. Paperwork has not been uploaded or uploaded into the wrong area.
 - b. Overdue dates for annual immunizations/certifications.
 - c. Not completing paperwork with the Division office.

4. What to Do if Showing Noncompliant in Complio
 - a. Contact your academic clinical coordinator immediately.
 - b. Non-compliance may trigger a consequence as set by each individual program. Students unable to complete clinical/fieldwork experiences cannot progress in the 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 professional behavior.

**DRUG AND ALCOHOL POLICY
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Drug Screen

The Salt Lake Community College Health Sciences Programs conform to the common health profession requirement for drug screening. Both enrollment in the Program and subsequent placement at clinical sites is contingent upon presentation of a negative drug screen. This Program supports and enforces a zero (0) tolerance drug policy.

The timing for a drug screen is random, but within the academic year, and at the discretion of program faculty. A student has 24-hours to complete the drug screen once instructed to do so by faculty. Exceptions to the 24-hour period will not be allowed based on personal needs including work obligations. The drug screen must be conducted as per Program requirements. Failure to meet these requirements will result in the student's dismissal from the Program.

A student taking prescription medication must provide the lab a copy of the physician's script or a prescription label prior to the screening. A student taking prescription medication may be contacted by the testing facility's physician for verification and confirmation of the prescribed substance.

A student who refuses a drug screen within 24 hours, or whose test results are positive for controlled substances, will be dropped from the Program unless documentation justifying the positive result is provided by the testing facility to the College's Risk Department or Division Office.

If a student receives a negative dilute report, the student is responsible for the cost of additional testing. A second drug screen must occur within one week of the first.

If a student receives a second negative dilute or failed screen, the student will be dropped from the Program.

A negative dilute (also referred to as specific gravity) drug screen may occur by adding a substance to the urine or drinking large amounts of liquid. This may occur unintentionally or intentionally. As a student, eat a good meal two (2) to four (4) hours before taking the drug screen and limit the intake of fluid. If the student gets two (2) diluted drug screen test results, the student will be dropped from the Program.

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 can be arranged to transport the student to the designated drug screen site.

Responsibility for Professional Behavior

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 on College campuses, clinical placements, and other sites (including but not limited to conference attendance, meetings, study groups, etc.). Students who violate this, will be subject to Program discipline, including program dismissal.

Student must take the responsibility that personal actions, such as those listed above, affect others within their presence. Please refer to the College's "Drug Free Workplace" policy C252.08.

Alcohol

The Salt Lake Community College policy C3S2.01 prohibits:

- (1) Public intoxication, use, or possession of alcoholic beverages on College property
- (2) Providing or possessing alcohol contrary to law

Student organizations that serve or permit possession of alcoholic beverages at student organization functions, on or off campus, may be disciplined if violations of alcoholic beverage laws or of College regulations occur. Individual students who plan, sponsor, or direct such functions also may be subject to sanction.

Responsibility for Professional Behavior

With suspicion of student alcohol intake, use, or abuse; as identified by performance problems or displayed behavior (a reasonable cause basis); faculty will take immediate action. A student will be held at their location until transportation can be arranged to transport the student. A student will be immediately dismissed from the Program if having had or expected to have client contact while under the influence, especially when occurring at clinicals or during clinics. Program dismissal may also occur with intoxication or possession, while in contact with fellow students, faculty, and other stakeholders of the Program or College when serving in the capacity or identifying oneself as a College student.

**BODILY FLUIDS AND BLOODBORNE PATHOGENS POLICY
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Policy: All OTA students will take proper precautions when working around bodily fluids.

Every precaution must be taken when working around blood or other body 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. As listed below, follow these precautions.

Protective Supplies—You should always have protective supplies available, such as gloves, cleaning supplies, and red bags for disposing of infectious waste. **If you do not have these supplies readily available, please contact (ext. 4902) immediately; students should contact their fieldwork educator.**

Vaccine—Additionally, if you routinely work around blood or other body fluids that could cause exposure, you have been given a vaccine to keep you from contracting Hepatitis B if you have an accidental exposure. **If you have not had the Hepatitis B vaccine series, please contact (ext. 4902) immediately; students should contact their academic fieldwork coordinator.**

HIV Exposure Treatment Available

There is a fairly new treatment available to help prevent contraction of HIV. The treatment is a multiple drug therapy that, when administered within 1-2 hours of the significant exposure, has been shown to result in a 79 percent decrease in HIV seroconversion. The *Center for Disease Control* recommends the use of this treatment following any significant bloodborne pathogen exposure.

Procedures for Dealing with Possible Exposure

Please keep the following procedures handy and follow them immediately if you feel you have been exposed to a bloodborne pathogen. The procedures outlined below should be followed immediately if you feel that you have been exposed. It is crucial that you do not wait to report the incident or to seek medical evaluation! Any significant exposure should start treatment within 1-2 hours of the exposure.

1. **Identify the Source of Exposure.**
 - a. 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.
 - b. If you were exposed through a wound inflicted by a needle or other contaminated article, carefully bag the item or, if you are uncomfortable doing so, keep the item protected and isolated so that your supervisor can retrieve it.
2. **Contact your supervisor immediately** and tell your supervisor that you have had a bodily fluid or bloodborne pathogen exposure.
3. **Employees--File a Workers' Compensation First Report of Injury** with the Office of Risk Management (ext. 4533 or 4041).
4. **Students—File an insurance claim** with your own medical insurance provider. Students are responsible for their own medical insurance coverage. Information about available plans can be found at <https://www.healthcare.gov>.

The College has provided you with this policy and procedure on preventing exposure to bodily fluids and bloodborne pathogens. **If you have questions, please contact the SLCC Risk Administrator (801-957-4041 or 801-957-4533) immediately. Students on fieldworks should consult with their OTA Program Academic Fieldwork Coordinator and community site fieldwork educator.**

Health Sciences Bloodborne Pathogens Policy: <https://www.slcc.edu/hs/docs/blood-borne.pdf>

MILITARY LEAVE POLICY
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

A student called up for active duty or active service (not including the 2-week required annual training) in a branch of the United States Armed Forces (Army, Navy, Air Force, Marines, Coast Guard, National Guard or Reserve) in ‘times of national emergency’ and who requests a Military Activation Drop must:

Provide the College a completed “*Military Activation Drop Form*” found online at www.slcc.edu/veterans along with their call up orders as soon as possible after receiving military orders. The notice need not include a statement of an intention to return to the College. If military necessity renders it impossible to provide advanced notice, initiate a Military Activation Drop by providing notice at the first reasonable opportunity, in writing, personally signed, and with a copy of the military orders attached, to Salt Lake Community College Veteran’s Services Office, STC 059, P.O. Box 30808, 4600 South Redwood Road, Salt Lake City, UT 84130; or by FAX to (801) 957-4987 or by email to: veterans@slcc.edu. The “*Military Activation Drop Form*” and call up orders may also be provided by a designated family member should mobilization be immediate. **NOTICE:** If using educational benefits, the VA will determine if there is an over payment (Housing /BAH – Book Stipend) due to military call-up.

1. Military Leave Program Standing

- a. 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.
- b. Students absent over two (2) weeks and up to a year will receive a program withdrawal (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 previously taken again to be current with the material. Contact the SLCC Vet Services for tuition waiver opportunities for auditing.
- c. Students deployed over one (1) and up to two (2) years will be given admission preference into the next year’s cohort but must begin with first semester courses. Contact the SLCC Vet Services for tuition waiver opportunities.
- d. Students deployed over two (2) years will need to reapply to the program.

**JURY DUTY POLICY
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Jury Duty Program Standing

- a. Students will receive an excused absence from each class for a two (2) week period of jury duty. 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 jury duty will not affect a student's standing in the program.
- b. Students with jury duty for two (2) weeks and up to a year will receive a program withdrawal (in good standing). The student will be provided admission preference into the next year's cohort beginning with courses not completed.
 - a. Students may (and are advised to) audit courses previously taken again to be current with the material.
- c. Students with jury duty for one (1) and up to two (2) years will be given admission preference into the next year's cohort but must begin with first semester courses.
- d. Students with jury duty over two (2) years will need to reapply to the program.

**STUDENT SERVICES
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

The Jordan Campus HTC Building and Student Pavilion offer a variety of services such as college cashier, health center, bookstore, copy center and food service. The SLCC General Catalog describes these services in detail.

LIBRARY

The main library is located at the Taylorsville Redwood Campus. A Health Sciences Library is located at the Jordan Campus in the Health Sciences building on the third floor. A SLCC ID (One) card is required to check out materials. The library has computers for word processing and Internet research, individual study/media carrels, and coin-operated copy machines. Most health related books are found in the 610-612 non-fiction area.

SECURITY AND PARKING

Security services are provided by SLCC for the safety and welfare of students, employees, and visitors. Security Guards assist Campus Police in protecting college and personal property, traffic control, parking enforcement, and making arrests. SLCC has an extensive plan for dealing with emergencies and natural catastrophes. This plan is posted on every level in all buildings. Parking permits are required by all individuals wishing to park on a SLCC Campus. A complete set of parking regulations may be obtained at the Public Safety Office, Student Center Cashier, or one of the Student Information Desks. It is the responsibility of each person parking on campus to become familiar with these regulations.

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; (website) www.slcc.edu/drc.

Philosophy, Policies, and Procedures Related to Fieldwork

FIELDWORK PHILOSOPHY AND GENERAL OVERVIEW
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

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.

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

The Fieldwork I experiences are intended to provide an introduction to the settings 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. Hands-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. Fieldwork I must be passed and completed by the end of each semester unless other scheduling is arranged.

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 placements are 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 become 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 instructor via an asynchronous chat 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

In both Level I and II Fieldwork placements, the AFWC works in collaboration with the student and the clinical or community site to provide education, leadership, and mentorship.

How fieldwork sites are chosen:

1. The site must be committed to the education of Occupational Therapy Assistants.
2. 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.

3. The site must be able to provide the student a well-rounded education with a variety of patient/client diagnoses and occupational therapy serviceneeds.
4. The site must be able to provide current accreditation/certificationstatus.
5. 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.
6. Fieldwork sites are visited, reviewed, and approved by OTA Program faculty.

How fieldwork placements are made:

1. Assignments are made by the AFWC in conjunction with recommendations made by other faculty.
2. 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.
3. 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 toplacement.

Policies related to all fieldwork placements:

1. 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.**
2. Trading of fieldwork assignments between students is not acceptable.
3. Students **will not** be allowed a fieldwork assignment at a facility in which they have worked, volunteer or spent a significant amount of time.
4. 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.
5. 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.
6. Students **will not** arrange their own fieldwork site. Students may provide the AFWC with names and contact information of sites in which they have interest.
7. 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.
8. 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 isrecommended.

*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.

STUDENT FIELDWORK POLICIES/RESPONSIBILITIES
SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Student policies/procedures/responsibilities regarding fieldwork placement:

1. Students will provide the Academic Fieldwork Coordinator (AFWC) their contact information when requested. Students will update the AFWC if contact information changes.
2. 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 undue circumstances).
3. Students will call/email or send a letter 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.
4. Students will keep original documents of immunization records and Health Provider certifications (CPR and First Aid). The AFWC will maintain one copy of each for the OTA Program files. Students are to make copies from their originals and not request a copy from the OTA Program files.
5. All students will be prepared to deal with cardio-pulmonary and other emergency situations during fieldwork experiences.

Procedure:

1. 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.
2. Students will present a notebook to the fieldwork site on the first day with complete documentation of CPR/First Aid Certification, immunizations, background check and personal data form. This notebook will be shown (not given) to the site to verify the information. **Students are responsible to keep their notebooks current.**
3. 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.
4. Students should present their Service Learning assignments in sufficient time so each student can see the result of their service.
5. 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.
6. Students will present a notebook to the fieldwork site one the first day complete documentation including Healthcare Provider CPR/First Aid Certification, immunizations, background check and personal date dorm. This notebook will be shown (not given) to the site to verify the information. Students are responsible to keep their notebooks current. The consequences of not keeping this notebook current and/or presenting the information to the fieldwork site can result at the least in a delay in placement or start of fieldwork. Other consequences will be taken on a case-by-case basis.

7. Students should request a copy of their fieldwork evaluation from the facility. The OTA Program will not provide fieldwork evaluation copies for the student.
8. 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.

Policies and student responsibilities related to Level II Fieldwork:

1. Students must complete the fourth-semester Fieldwork II experiences within twelve months of completion of the OTA 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 OTA department at the SLCC.
2. 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 student questionnaire, learning profiles, applications, forms, criminal background check, additional immunizations and/or an interview.
3. Students assume total responsibility for 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 fieldwork 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.
4. 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.
5. 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.
6. 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 sufficient to pass at the end of the 8-week period, the same student may fail the fieldwork experience.
7. 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.

Student health insurance policy:

1. Any student 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.

Midterm Policies:

1. Prior to the midterm conference or the end of the 4th week of the Fieldwork II experience, whichever is sooner, a student may choose to withdraw from a fieldwork site due to personal circumstances but must coordinate the withdrawal with the OTA Program's AFWC to receive approval. The student may withdraw from only one Fieldwork II site. Students who are not in good standing with the fieldwork site, the program, or are in risk of failure, will not be approved for withdrawal.

With an approved withdrawal, the student will receive an "incomplete" for the fieldwork. Students who withdraw from fieldwork at any point without first consulting the AFWC/Course Instructor will receive an "E" grade for that fieldwork course. The student attempting a 2nd (approved or unapproved) withdrawal will also receive an "E" grade and be dismissed from the program.

2. If at midterm evaluation the fieldwork educator determines student performance is below expectations and a student receives a failing grade two options are possible:
 - a. The AFWC feels the student has the potential to pass the fieldwork and chooses to continue with the placement. The student may or may not be asked to extend the fieldwork for additional time (which may be a week or slightly more) to achieve a passing score. The student must choose either to continue with the placement or take a failing score for that placement.
 - b. If the AFWC feels the student is unable to pass the fieldwork at that site, immediate dismissal is issued with a failing grade.

Withdrawal Policies:

1. A student who chooses to withdraw from fieldwork will be placed on probation within the Occupational Therapy Assistant Program and/or may receive a failing grade. Failure of the next Fieldwork II assignment will result in immediate dismissal from the program.
2. Students who withdraw from one fieldwork placement may require additional time and expense for them to complete the next experience. Students who withdraw from the fieldwork experience will begin a new fieldwork placement starting at Week #1 of the 8-week requirement. The AFWC may require that the student complete additional course work and/or assignments.
3. Students who need to reschedule a fieldwork experience must be coordinated through the AFWC. Students who voluntarily cancel or attempt to reschedule the fieldwork experience without working with the AFWC will be placed on probation and/or may receive a failing grade. The AFWC will reschedule a fieldwork placement for a student only once.

Dismissal Policies:

1. Fieldwork sites have the authority to dismiss a student from a Fieldwork II experience. Students who are dismissed will receive a failing grade will receive a letter of probation. The AFWC will arrange for the student to be placed at one more placement as time permits and sites are available. If the student is on probationary status, the student will be dismissed.
2. Students dismissed from a Fieldwork II experience the 2nd time will be dismissed from the OTA Program and be ineligible to graduate.

Violations and/or problematic situations policies:

1. Any violations of professional ethics during the fieldwork period or any behavior which reflects negatively upon the student, facility, or college are not tolerated and will entail immediate notification being issued to the Salt Lake Community College Occupational Therapy Assistant Program. The OTA Program will take appropriate action.
2. Violations or problematic situations may result in additional time and expense to the student and may result in delay or failure of fieldwork. This may also result in automatic dismissal from the fieldwork site and automatic dismissal from the OTA Program.
3. If a student finds it impossible to complete the fieldwork program for any reason, the student must immediately notify the AFWC in writing.

Procedure for difficulties or problems:

1. If problems arise during a fieldwork program experience, the student should first approach the fieldwork educator to discuss issues/situation and hopefully arrive at a mutually agreeable action and/or solution.
2. It is strongly advised that the Fieldwork Evaluation Assessment Tool (FEAT) be used to facilitate communication between the fieldwork supervisor and the student.
3. If difficulties persist, the supervisor and/or student should notify the Occupational Therapy Assistant Program Academic Fieldwork Coordinator at Salt Lake Community College. Appropriate methods to alleviate or resolve the problem will be investigated by the Occupational Therapist Assistant Program.

Procedures for the Midterm Evaluation:

1. Good communication is key to a good relationship. Ongoing communication with the fieldwork educator can help alleviate potential problems. The student should meet regularly with the fieldwork educator. This may be daily, weekly or biweekly, formally or informally.
2. The student should schedule and meet formally with the fieldwork educator midway through the Fieldwork II experience. This midterm meeting should be within the fourth week of the fieldwork. This meeting should consist of the fieldwork educator's appraisal of the student's work and also a self-evaluation by the student.
3. The fieldwork educator forwards the midterm evaluation form to the AFWC at Salt Lake Community College in the envelope provided.

Academic Fieldwork Coordinator, OTA Program
Salt Lake Community College
3491 West Wights Fort Road
West Jordan, UT 84088

4. The AFWC will contact the student and fieldwork educator if a student's continued placement is in question. This contact should assess the student's performance and determine if a meeting or onsite visit is needed.

Procedures for the Final Evaluation:

1. Upon completion of the eighth week, the fieldwork educator fills out the Fieldwork Performance Evaluation for Occupational Therapy Assistant Students and schedules a final conference with the student.

2. At the final conference, the supervisor reviews the student's evaluation **with** the student and then has the student sign the last page of the form. The fieldwork educator has the option of failing a student who does not attend the final conference.
3. The **original** evaluation form is then forwarded to the Salt Lake Community College Occupational Therapy Assistant Program at the above address within **one** week of the student's fieldwork completion date. Students can also hand carry the evaluation to the college, but the fieldwork educator's signature must be over the top of the seal on the envelope. The fieldwork educator can also email the student's score to the AFWC. This is particularly important on the second Level II Fieldwork experience as grades need to be entered quickly for graduation and certification purposes.
4. A second copy of the evaluation may be kept in the fieldwork center's file for future reference. Students should obtain a copy of the evaluation. Some job sites may require reviewing the Fieldwork II evaluation before hiring. Once the final evaluation is turned into the AFWC, no copies will be made by the OTA Program at any point in the future.
5. At the student's final conference with the fieldwork educator, the student will complete, submit and discuss the "Student Evaluation of Fieldwork Experience". This is a vital component to achieving "closure" of the fieldwork experience. The student is responsible for returning the original form to the Salt Lake Community College Occupational Therapy Assistant Program. A grade will not be assigned for the fieldwork experience until this is received by the Salt Lake Community College AFWC.

Fieldwork Forms

**SALT LAKE COMMUNITY COLLEGE
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 1-8. Write comments for 9 and 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 conferences, 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 this experience aid in your professional development? (Please explain)
- ___ 10. Rate this 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: _____

Fieldwork I Student: _____

The Student Demonstrates:

A. Self-Awareness

4 3 2 1 N/A

Is able to recognize and discuss his/her own feelings, attitudes, and behavior.					
Is aware of his/her reactions in a clinical setting.					

Comments:

B. Interpersonal Skill

4 3 2 1 N/A

Is comfortable with patients/clients in a clinical setting.					
Takes initiative with patients /clients.					
Takes initiative to interact with staff.					
Is able to modify his/her behavior in response to supervision.					
Is comfortable working with persons of varied ages and social and ethnic groups.					
Demonstrates sensitivity to needs of patients/clients.					

Comments:

C. Participation in the Supervisory Process **4 3 2 1 N/A**

Is able to utilize feedback from supervisor and staff.					
Is able to give feedback to supervisor and staff.					
Shows interest and asks appropriate questions.					

Comments: _____

D. Participation in the Supervisory Process **4 3 2 1 N/A**

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

Comments: _____

Please list student's areas of strength.

Please list suggested areas for continued learning.

Service Learning Project:

What grade would you expect the student to receive? A ___ B ___ C ___ D ___ Not pass ___

Fieldwork Educator's signature _____ Date: _____

Student's signature _____ Date: _____

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose:

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 students who are 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 [/-/media/Corporate/Files/EducationCareers/Educators/Fieldwork/StuSuprvsn/Student-Evaluation-Fieldwork-Experience-2016.docx](#).

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Instructions to the Student:

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 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.

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 e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: _____

We have mutually shared and clarified this Student Evaluation of the Fieldwork Experience report.

Student's Signature

FW Educator's Signature

Student's Name *(Please Print)*

FW Educator's name and credentials *(Please Print)*

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		NA
	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 structure							
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 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 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 least valuable and #5 being the most valuable.

	REQUIRED		HOW MANY	EDUCATIONAL VALUE				
	Yes	No		1	2	3	4	5
1. Client/patient screening				1	2	3	4	5
2. Client/patient evaluations <i>(Use specific names of evaluations)</i>								
				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

List major therapeutic interventions frequently used and indicate whether it was provided in a group, individually, 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 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 frequency of theory/frames of reference used

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

FIELDWORK ASSIGNMENTS

List the types 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

ASPECTS OF THE ENVIRONMENT

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

	1	2	3	4
Staff and administration demonstrated cultural sensitivity				
The Practice Framework was integrated into practice				
Student work area/supplies/equipment were adequate				
Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides				
Opportunities to network with other professionals				
Opportunities to interact with other OT students				
Opportunities to interact with students from other disciplines				
Staff used a team approach to care				
Opportunities to observe role modeling of therapeutic relationships				
Opportunities to expand knowledge of community resources				
Opportunities to participate in research				
Additional educational opportunities (<i>specify</i>):				
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)

One supervisor: one student

One supervisor: group of students

Two supervisors: one student

One supervisor: two students

Distant supervision (primarily off-site)

Three or more supervisors: one student (count person as 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
Interventions (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 were the strongest aspects of your academic program relevant to preparing you for THIS Level II fieldwork experience? Indicate your top 3.

<input type="checkbox"/>	Functional Anatomy	<input type="checkbox"/>	Mod III	<input type="checkbox"/>	Geriatrics
<input type="checkbox"/>	Med. Terminology	<input type="checkbox"/>	Domain & Process	<input type="checkbox"/>	Pediatrics
<input type="checkbox"/>	OT Clinic	<input type="checkbox"/>	Phys. Dysfunction I	<input type="checkbox"/>	Psychosocial
<input type="checkbox"/>	OT Modalities I	<input type="checkbox"/>	Phys. 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	1 = Strongly disagree 2 = Disagree 3 = No Opinion 4 = Agree 5 = Strongly agree				
	1	2	3	4	5
Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					
Experiences matched student's expectations					

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 assessmenttools:

- Study the following interventionmethods:

- Read up on the following inadvance:

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. Please make a copy of this page for each individual.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = No opinion
- 4 = Agree
- 5 = Strongly agree

FIELDWORK EDUCATOR

NAME: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

1 2 3 4 5

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

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

General comments on supervision:

APPENDIX

**SALT LAKE COMMUNITY COLLEGE
SCHOOL OF HEALTH SCIENCES
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
Student Declaration of Understanding
Regarding Background Checks, Disclosures, and Drug Testing**

Please ***initial*** the following boxes 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 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 results to any fieldwork or community facility that requests it.
- I understand that a community site may choose to decline my fieldwork placement or service learning opportunity with their facility if I have a positive criminal background or positive drug test.
- I understand that due to contracts and regulation 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 be 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 it is my responsibility to contact them at this time.

Student (print name) _____

Student ID # _____

Student (signature) _____

Date _____

Witness (print name) _____

Witness (signature) _____

Date _____

**SALT LAKE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
PROGRAM AND HANDBOOK AGREEMENT FORM**

Please *initial* each item and sign at the bottom of the page indicating your agreement with the following policies and statements. Sign and print your name below.

_____ 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 for 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 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 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 acknowledge 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.

I agree to adhere to the requirements as indicated by my signature in the appropriate space below.

Student (print name)	Student (signature)	Date
Student S #		
Witness (print name)	Witness (signature)	Date

**PHOTOGRAPHIC MODEL CONSENT RELEASE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
SALT LAKE COMMUNITY COLLEGE**

1. In the consideration of the sum of ∅ dollar(s), the receipt I hereby acknowledge, I certify that I am eighteen years of age or over.....

2. In consideration of the sum of ∅ 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 covers 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:

Print Name: _____

Signature of model: _____ Date: _____

Signature of Salt Lake Community College's _____ Date: _____

Representative: _____ Date: _____

Signature of parent and/or guardian if 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.

_____ Date: _____