



SAN JUAN COLLEGE
Occupational Therapy
Assistant Program



San Juan College
OCCUPATIONAL THERAPY
ASSISTANT
2025 - 2026
STUDENT HANDBOOK

Table of Contents

Welcome.....	7
Introduction to the OTA Student Handbook	8
Non-Discrimination Policy	8
Student with Special Needs/ADA Statement.....	8
Disclaimer	8
Purpose and Accreditation of San Juan College.....	9
History of San Juan College	9
San Juan College Information on Selected Student Services.....	9
Student Clubs and Organizations	9
Academic Support and Resources	9
Student Support and Resources.....	9
Student Life.....	9
Emergency Information	9
Tuition and Tuition Refund.....	9
Occupational Therapy Assistant Program History	9
General Program Description	9
Program Facilities.....	9
Accreditation.....	10
Certification.....	10
Licensure	10
Students with Legal Concerns.....	10
Essential Physical and Mental Abilities Required of the Occupational Therapy Assistant	12
Ethics	13
OTA Program Curriculum Framework	13
SJC College: Mission Statement.....	13
SJC College: Vision	13
SJC College: Values.....	13
Mission Statement: OTA Program.....	13
OTA Program Description	13
SJC OTA Statement of Philosophy	14
Program Philosophy of Teaching and Learning	14
Preparation for Practice	16
SJC OTA Educational Goals	16
Curriculum Design and Curricular Threads	17

Curricular Thread Correlation with Course Delivery	17
Scope of Content	19
Sequencing of Content.....	19
Evaluation Strategies.....	20
Occupational Therapy Assistant Program Courses.....	21
Course Sequencing.....	21
Grading System	22
Honors Courses	22
Student Requirements for Program.....	22
Initial Responsibilities of the Student.....	22
Program Expectations for Student Professional Behavior	22
Student Conduct	23
Criminal Background Check and Drug Screening.....	23
Immunizations and Physical Examination	23
Cardio-Pulmonary Resuscitation Certification (CPR)	23
Student Records.....	24
Malpractice Insurance	24
Transportation and Fieldwork Site Locations.....	24
Credit for Transferring Coursework from another Institution	24
Credit for Advanced Placement	24
Credit for Work Experience or Experiential Learning.....	24
Health Insurance.....	24
Safety and Health Information.....	25
Classroom/Lab Safety.....	25
Needle Stick and Other Injuries/Accidents.....	25
Pregnancy Policy.....	26
Hospitalizations/Medical Situations.....	26
Campus Tobacco/Smoking Policy	26
Academic Policies and Procedures	26
Attendance	26
Mandatory Coursework Outside of Regularly-Scheduled Class Time	27
Absenses	27
Tardiness	27
Fieldwork Attendance	27
Records of Attendance	27

Instructor Absence	28
Instructional Methods and Materials	28
Student Evaluations.....	28
Evaluations and Advising.....	30
Professional Standards	30
Pass/Fail Policy and Academic Counseling	30
Withdrawal/Dismissal Definitions & Readmission Procedures	31
Voluntary Withdrawal due to Circumstances Unrelated to Failing Grades	31
Withdrawal/Dismissal from Program Due to Course Failure	31
Withdrawal/Failure from Level II Fieldwork	32
Program Dismissal with the Student Being Ineligible for Readmission to the OTA Program	32
Inappropriate Student Behavior Policies	32
Grade Appeal Process.....	33
Occupational Therapy Assistant Program Complaint Policy and Procedure	34
Policy for Student Impairment.....	34
General Information	36
Confidentiality	35
Notification of Change of Personal Information.....	35
Electronic Devices in the Classroom	35
Academic Courses.....	35
Graduation	35
Human Touch and Draping Policy	36
Lab Attire	36
Class Presentation and Lab Practical Examination Dress Code and Grading.....	36
In Class Eating and Drinking.....	36
Child Care.....	36
Photography/Videotaping.....	37
Inclement Weather.....	37
OTA Student Records.....	37
Fieldwork Educator Letter of Introduction	38
Specific Explanation of San Juan College OTA Fieldwork Experiences	39
Fieldwork Disability Accommodations	43
Fieldwork Educator.....	44
Qualifications of a Fieldwork Educator.....	44
Guidelines for Supervising a Fieldwork Student	44

Faculty visits.....	44
Fieldwork Attendance	45
Fieldwork Dress Code.....	45
Other Fieldwork Consideration	46
Fieldwork Evaluation and Progression	46
Academic Assignments During Fieldwork.....	46
Grade Compilation	46
Work Policy at Fieldwork Sites	47
Conflicts of Interest for Student Fieldwork Assignments	47
Assignment of Students to Fieldwork Rotations.....	47
Ratio of Students to Fieldwork Educators	48
Part-time Level Two Fieldwork Schedule	48
Unsafe Clinical Behaviors	49
Complaints Concerning Fieldwork Sites	49
Decreasing Stress Levels During Fieldwork.....	50
Five Red Flags That a Student Might Be In Trouble.....	50
Fieldwork Educator’s Professional Development Opportunities.....	51
Sites of Interest for Fieldwork Educators	51
Clinic Safety	51
Hospitalizations/Medical Situations.....	51
Confidentiality/HIPAA/Laws.....	51
APPENDIX A	52
APPENDIX B	53
APPENDIX C	54
APPENDIX D.....	55
APPENDIX E	56
ACKNOWLEDGEMENT FORMS	57

WELCOME!

This handbook is provided for prospective and current students and fieldwork educators. The San Juan College Occupational Therapy Assistant (OTA) Program Student Handbook contains general information about occupational therapy and information specific to the program, such as student expectations, policies, and procedures.

The faculty are dedicated to presenting you with the knowledge, skills, and attitudes required for you to become a fully prepared and competent OTA. You will be exposed to three types of learning environments during the next two years: the classroom, the laboratory, and a variety of experiences in selected occupational therapy facilities or community settings. The educational contributions of each learning environment are crucial to your professional development.

Throughout our program, we encourage problem-solving and independent thinking on your part. We expect that as you assimilate into the career field, self-responsibility, along with professional behaviors, will allow you to become an active participant and practitioner in the lifelong learning process of occupational therapy.

Again, welcome to the Occupational Therapy Assistant Program at San Juan College.

Sincerely,

San Juan College
Occupational Therapy Assistant Program
School of Health Sciences
4601 College Blvd.

Kelly Kelley, OTD, OTR/L
OTA Program Director
505.566.3848
kellyk@sanjuancollege.edu

Stacy Wolfe, MHS, OTR/L
OTA Academic Fieldwork Coordinator
505.566.3527
wolfes@sanjuancollege.edu

OTA Program Email: ota@sanjuancollege.edu
505.566.3849

OTA Program Homepage:
<https://www.sanjuancollege.edu/education-training/programs/occupational-therapy-assistant-aas/>

San Juan College Homepage: <https://www.sanjuancollege.edu/>

INTRODUCTION TO THE OTA STUDENT HANDBOOK

The purpose of this handbook is to outline specific policies that apply to students who have been formally accepted into the Occupational Therapy Assistant Program at San Juan College and that override policies of the college. The policies outlined in this Handbook are designed to support the success of the student.

Most of the general information you will need to become a successful student at San Juan College can be found in the San Juan College Student Handbook and Planner, which includes the policies and guidelines for all students. A copy of this student handbook can be found at <https://www.sanjuancollege.edu/studenthandbook/>

NON-DISCRIMINATION POLICY

It is the policy of the San Juan College OTA Program to provide education and services to all individuals who seek this service, both in and beyond its service area, by adhering to the San Juan College non-discrimination policy as outlined: <https://www.sanjuancollege.edu/titleix/>

Inquiries or complaints concerning these matters should be brought to the attention of: Stacey Allen, Assistant Director of Human Resources, Title IX Coordinator, and Fairness, Access and Belonging Officer; Education Services Center, Second Floor, Room 4238; San Juan College, 4601 College Boulevard, Farmington, New Mexico 87402. Phone: (505) 566-3515 or Email: allens@sanjuancollege.edu.

STUDENTS WITH SPECIAL NEEDS/ADA STATEMENT

Following the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Vocational Rehabilitation Act of 1973, it is the responsibility of the student to self-identify with Accessibility Services concerning special accommodations. Only those students with appropriate documentation will receive a letter of accommodation from the Accessibility Services office. Instructors are required to follow only those accommodations and/or services outlined in the letter of accommodation.

Phone: 505-566-3271

email: accessibilityservices@sanjuancollege.edu

Webpage: <https://www.sanjuancollege.edu/support/accessibility-services/>

DISCLAIMER

The contents of this handbook are accurate at the time of printing but may be modified or changed at any time to correspond with decisions of the San Juan College Board of Trustees, local, state, federal requirements, or accrediting agencies' requirements. The student should be aware that modifications in cost, procedures, regulations, and course offerings might occur without advanced notice.

The School of Health Sciences reserves the right to assess and modify the educational policies and requirements as new information is available and as students' or curricular needs are identified. The student will be notified in writing of any changes that may influence his/her course of study, and an updated version will be available on the OTA webpage.

PURPOSE AND ACCREDITATION OF SAN JUAN COLLEGE

San Juan College is a public, two-year college that serves the diverse educational needs of the citizens of San Juan County and the surrounding area. As a comprehensive, community-based organization, San Juan College is, by statute, supported by tax revenues collected within the boundaries, tuition and fees, and state appropriations. San Juan College offers associate degrees, certificates, and licensures in occupational programs that prepare students for jobs, as well as arts and science courses that transfer to four-year colleges and universities.

San Juan College is accredited by the Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools as a degree-granting institution. Membership in this accrediting association makes it possible the transfer credits to other colleges and universities. The last re-accreditation was awarded in 2024. Accreditation information can be viewed by the public upon request from the San Juan College Office of Institutional Research and Planning.

HISTORY OF SAN JUAN COLLEGE

San Juan College began in 1956 as the Farmington Branch of the New Mexico College of Agriculture and Mechanical Arts. In July 1982, San Juan College became an independent college in New Mexico. San Juan College currently offers the following health-related programs: Nursing, Dental Hygiene, Physical Therapist Assistant, Respiratory Therapy, Emergency Medical Services, Health Information Technology, Surgical Technician, Surgical First Assistant, Pharmacy Technician, and Occupational Therapy Assistant Programs.

<https://www.sanjuancollege.edu/about/history/>

SAN JUAN COLLEGE INFORMATION ON SELECTED STUDENT SERVICES

Student Clubs and Organizations

<https://www.sanjuancollege.edu/student-life/clubs-organizations/>

Want to connect with others who share your interests? Or perhaps you want to try something new? Look no further than SJC's student clubs! They're a great way to make new friends, learn new skills, and make your time on campus more meaningful.

Academic Support and Resources

<https://www.sanjuancollege.edu/support/academic/>

At San Juan College, we are here to help you succeed. That's why we provide a range of academic support services to help you stay on track on your educational journey. Our free resources include tutoring, computer loans, and life skills workshops. Explore our offerings below to learn more about how we can help you grow and thrive at SJC.

Student Support and Resources

<https://www.sanjuancollege.edu/support/>

We offer academic and career support to help you stay on track to graduate. We also take pride in our social and emotional support services that will help you thrive in healthy ways.

Student Life

<https://www.sanjuancollege.edu/student-life/>

San Juan College isn't just a place to take classes. It's where you can pursue your passions, discover new hobbies, and form lifelong friendships. We have the events, resources, and community you need to succeed at San Juan College and beyond.

EMERGENCY INFORMATION

Department of Public Safety: <https://www.sanjuancollege.edu/support/campus-safety/>

In case of an emergency, call 911

24-hour on-call service non-emergency: (505)566-4444

Office number: 505-566-3263

Keeping students safe is a priority, and part of that is ensuring that we have the ability to communicate emergency messages to you. SJC SunsAlert is San Juan College's Emergency Notification System that will provide you with real-time information about campus closures, extreme weather, and other emergencies through your San Juan College email, text alerts, and phone calls. Should an emergency occur prior to activating your SJC SunsAlert, you will only receive messages through your San Juan College email. To receive a phone call and text alert, you must activate your SJC SunsAlert account and register your phone number.

TUITION AND TUITION REFUND

The tuition and fee schedule for the occupational therapy assistant student is the same as for regular college students. Students are charged tuition and fees based on their residency classifications at the time of registration. The tuition and fee schedules are based on semester hours. Students officially dropping or withdrawing from courses at San Juan College will have their tuition refunded, which is calculated according to the student's withdrawal date. The tuition refund schedule is subject to change without notice. **Tuition and fees are subject to change by the San Juan College Board of Trustees.** See the current tuition rates, fees, and refund information on the following webpage:

<https://www.sanjuancollege.edu/paymentoptions/>

Some OTA classes have additional course fees. These fees are non-refundable.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM HISTORY

The San Juan College Occupational Therapy Assistant Program, in the School of Health Sciences, accepted the first cohort of students in August of 2013, and the inaugural OTA class graduated in May 2015.

GENERAL PROGRAM DESCRIPTION

The Occupational Therapy Assistant Program is a sequenced 2-year, five-semester Associate of Arts in Science (AAS) degree program consisting of lecture, laboratory, and supervised fieldwork (clinical) instruction. Year one consists of classroom instruction during the fall semester. The spring semester has classroom instruction along with 70 hours of fieldwork experiences. Advanced courses begin in the summer semester and consist of classroom instruction, while the fourth, or second fall semester, has classroom and two one-week fieldwork experiences (each for a minimum of 70 hours). The final spring semester consists of two (2) full-time, eight-week Level II fieldwork internships with a minimum of 280 hours. Students must complete all Level II fieldwork within 18 months following completion of the academic portion of the SJC OTA program to graduate. All students are required to complete one of their Level II FW rotations out of the Four Corners area.

The program is offered on a full-time basis during the work week. Students can expect to participate in occasional non-class days, weekends, or evening community activities. As much advanced notice of these events will be provided as possible. The student can expect to spend approximately 40+ hours per week in class, laboratory, fieldwork, and preparation while enrolled in this program.

PROGRAM FACILITIES

Occupational Therapy Assistant classes are held in rooms 55338 or 55340 of the Health and Human

Performance Center (HHPC) at the main San Juan College campus. The address is 4601 College Boulevard, Farmington, New Mexico, 87402. There is open classroom space, a working kitchen, a working washer and dryer, and a mock bathroom and commode for practicing transfers. Also available to the OTA students is a nutritional kitchen area with multiple workspaces as well as a simulation center and a designated lab room. Lockers are assigned to each OTA student to secure personal belongings and for faculty to return private documents.

There are 2 computer labs in the HHPC and one in the Health Science Building, housing 80 computer stations for student use, when not reserved for classes. Additionally, there are other computer labs available on campus. All college computer labs have wireless internet access and printers available. Computers located on the SJC campus are for educational/instructional purposes only.

ACCREDITATION

The San Juan College Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) at 6116 Executive Boulevard, Suite 200, Bethesda, MD 20852-4929. ACOTE's telephone number, c/o AOTA, is (301) 652-6611. ACOTE may also be contacted at: www.acoteonline.org.

San Juan College and the Occupational Therapy Assistant Program demonstrate honesty and integrity in all interactions with ACOTE as required by the 2023 ACOTE Standard A.1.4.

CERTIFICATION

Graduates of the program are eligible to take a national examination to become a Certified Occupational Therapy Assistant (COTA). The National Board for Certification in Occupational Therapy, Inc. (NBCOT) administers the national certification examination, and can be contacted at <http://www.nbcot.org> or NBCOT, ATTN: CERTIFICATION EXAMINATION, One Bank Street, Suite 300, Gaithersburg, MD 20878 or (301) 990-7979, email: Info@nbcot.org

LICENSURE

After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Graduation, certification, and licensure are each separate mechanisms and are the responsibility of the individual student. Occupational therapy practitioners must have a current state license to practice in New Mexico.

STUDENTS WITH LEGAL CONCERNS

Enrollment into the Health Science Programs by students with felony or misdemeanor convictions could result in the denial of certification or licensure or limited employment opportunities. These students need to contact the OTA Program Director as soon as possible at 505-566-3848 to review program requirements.

The National Board for Certification in Occupational Therapy, which can be reached at (301) 990-7979 or info@nbcot.org, completes a background check as part of its application process. The prospective OTA student with convictions must review the Character Review and Early Determination sections of the Student tab at <https://www.nbcot.org/exam/character>. Proof of eligibility from NBCOT documentation must be provided to the program director with the OTA application.

Additionally, any prospective OTA student with convictions must contact the New Mexico Board of Examiners at: Board of Examiners for Occupational Therapy, Toney Anaya Building, 2550 Cerrillos Road, Third Floor, Santa Fe, New Mexico 87505 or <https://www.rld.nm.gov/boards-and-commissions/individual->

[boards-and-commissions/occupational-therapy/](#) According to the New Mexico Occupational Therapy Licensing requirement 16.15.2.9.J, “Questions of felony convictions or misdemeanors involving moral turpitude have to be satisfactorily resolved. The board may require proof that the person has been sufficiently rehabilitated to warrant the public trust. Proof of sufficient rehabilitation may include, but not be limited to; certified proof of completion of probation or parole supervision, payment of fees, community service or any other court ordered sanction”. This is found at: <https://www.srca.nm.gov/nmac-home/nmac-titles/title-16-occupational-and-professional-licensing/chapter-15-occupational-therapists/>

The applicant must provide the program director with proof of eligibility with the program application.

ESSENTIAL PHYSICAL AND MENTAL ABILITIES REQUIRED OF THE OCCUPATIONAL THERAPY ASSISTANT

The following are technical standards and essential job functions for every Occupational Therapy Assistant, as compiled from observations of a wide variety of job experiences for the performance of common, safe therapeutic functions. Students accepted into the Occupational Therapy Assistant Program at San Juan College should exhibit or demonstrate the following essential skills, with or without reasonable accommodations or aids, for completion of the program and success in the profession of Occupational Therapy. These technical standards must be met and maintained throughout the length of the Program.

Functional use of vision, hearing, and physical sensations required to:

- observe carefully in laboratory exercises and fieldwork experiences, including but limited to movement, posture, body mechanics
- read small printed materials, such as a medical record, calibrations or symbols on equipment, and computer screens
- follow directions, participate in conversations, answer phones and intercoms
- monitor sounds produced by the body via the use of a stethoscope
- assess and treat all clients assigned to student, including palpation of the client

Sufficient motor ability, agility, and strength required:

- to frequently execute safe and effective transfers of adults and children, in excess of 100 pounds
- to treat clients in daily meaningful activities, cardiopulmonary resuscitation, and emergencies
- which may include but not limited to: balancing, stooping, kneeling, crouching, crawling, reaching or climbing
- to use various sizes of equipment needed for therapeutic interventions, splinting, or data entry
- to administer a variety of massages and other manual therapies

Ability to communicate effectively in English:

- to express one's thoughts distinctly, including medical terminology
- to perceive non-verbal communication, such as, changes in mood, activity, facial expression and postures
- to communicate in written format
- to present essential information in summary and in precise and specified formats

Intellectual ability to make sound and safe decisions relevant to the treatment and care of clients through:

- reading, comprehension, and retention of textbooks, medical records, and professional literature
- reasoning and problem solving while participating with clients and selecting effective therapeutic activities
- data collection and interpretation of material from medical records

Possess professional behaviors of:

- emotional health and stability to complete complex patient care responsibilities within an allotted time
- tolerate taxing academic and clinic workloads
- flexibility to function and remain calm under stressful conditions, including emergency situations in the clinic
- perform independently and safely with minimal supervision
- compassion, integrity, and strong work ethic
- learn to function in the face of uncertainties inherent in fieldwork settings with patients
- track and complete multiple tasks meeting deadlines
- effectively interact with diverse populations and personalities individually and in group settings
- work in close physical contact with others

ETHICS

Faculty and students abide by the AOTA Core Values and Code of Ethics.

- AOTA Code of Ethics is found at <https://www.aota.org/Practice/Ethics/code-of-ethics.aspx>

OTA PROGRAM CURRICULUM FRAMEWORK

The SJC OTA program curriculum is designed to be in accordance with the mission, values, and philosophy of San Juan College and the philosophies of the American Occupational Therapy Association. Additionally, the curriculum design meets the needs of the communities of the Four Corner Region, AOTA, NBCOT, and ACOTE Standards.

The SJC OTA selection of the curriculum content themes is based on the four key concepts in the AOTA Blueprint for Entry-Level Education (2010). The scope, sequencing, and evaluation strategies of the content themes as expressed in our educational goals and student learning outcomes are designed for students to acquire the knowledge, skills, attitudes, and competencies to become proficient entry-level occupational therapy assistants and life-long learners.

SJC College: Mission Statement

The mission of San Juan College is to “Educate and empower individuals to thrive in an ever-changing world.”

SJC College: Vision

Inspire success through world-class education.

SJC College: Values

San Juan College is committed to serving the needs of our students and the community through a process of continuous quality improvement. We uphold and affirm the following iCare core values:

Innovation

Collaboration

Accountability

Respect

Excellence

(Approved by San Juan College Board of Trustees, May 3, 2011)

Mission Statement: OTA Program

The San Juan College Occupational Therapy Assistant Program provides quality education to prepare and empower students to be competent and compassionate practitioners for the profession and the consumer. The program supports experiential, collaborative, and evidence-based learning to foster the development of clinical reasoning and creative problem-solving, meeting the ever-changing demands in health delivery systems and society’s occupational needs.

OTA PROGRAM DESCRIPTION

The occupational therapy assistant (OTA) enjoys a job that uses personal, creative, and technical skills working with individuals from a diverse and multicultural society and from all age groups to have a more meaningful life by promoting health and preventing illness, injury, or disability.

Occupational Therapy is a health care service that addresses the physical, cognitive, psychosocial, sensory, and other aspects of daily living activities. The purpose is to restore the client’s ability to function in their chosen roles and situations in the home, school, workplace, and community. “Occupation” encompasses all of the activities that occupy a person’s time and give meaning to their lives. Activities used in treatment may be as basic as the daily tasks of bathing and cooking or as complex as evaluating the home and workplace for safety and energy-saving modifications.

An OTA is a skilled health care provider who works under the supervision of an occupational therapist (OT). Occupational therapists and assistants primarily focus on patient care on activities of daily living, work, cognitive, social, and leisure skills. Duties of the OTA include collaborating with the OT in implementing evidence-based treatment programs, training patients in therapeutic exercises and activities of daily living, and reporting to the OT on the patient's responses. The OTA supports an individual's or a group's participation in everyday life activities and occupations to meet the local needs of the community. Clients may need therapy due to a physical injury, a disease process, aging, or cognitive problems from mental illness or alcohol and drug abuse, or to improve quality of life. Occupational therapy assistants are employed in hospitals, outpatient facilities, skilled nursing facilities, mental health facilities, schools, community agencies, and home-health care.

SJC OTA STATEMENT OF PHILOSOPHY

The San Juan College Occupational Therapy Assistant Program is committed to meeting the needs of a diverse student body, which is representative of the communities in which they will be employed. Our focus is for OTA students to become accountable and competent OT practitioners with a strong foundation that it is an innate right of individuals to engage in meaningful occupations (AOTA, 2017). Our role is to create a collaborative, respectful, and innovative environment rich in active and experiential learning opportunities. The learning environment fosters integration and application of concepts that reinforce that “occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation” (AOTA, 2017).

PROGRAM PHILOSOPHY OF TEACHING AND LEARNING

Our views on the value of occupational therapy assistant education to the profession of occupational therapy are aligned with AOTA in the belief that OTA students “bring a variety of life experiences and commitment to their local communities that enrich the teaching-learning process and community engagement” (AOTA, 2019). Our curriculum design and overall approaches to teaching for learning are grounded in our philosophical frame for learning. We draw from scholarly work on teaching and learning in both the general higher education literature and the occupational therapy literature.

Our program consists of a diverse population of students with various prior knowledge and experiences. To ensure that learning is inclusive, students complete learning and personality assessments in order for faculty and students to better understand their styles, strengths, and needs. Faculty recognize that the best environment for learning is one in which content is presented in a variety of contexts to allow different types of learners the best opportunity to acquire and apply the information.

Constructivism and experiential learning theories are applied throughout the curricular design of our program and the pedagogical approaches employed by our faculty. Concepts of constructivism foster student-centered instruction designed to actively engage students and allow them the opportunity to construct their knowledge by actively engaging and interacting in the learning environment (Kay, Kibble, 2015). The role of the instructor shifts from “sage on the stage” to “guide on the side”, and the student role shifts from passive recipient to active learner who is involved in the learning experience in order to create meaning from new experiences and help connect that information to existing knowledge acquired in life (Kay, Kibble, 2015). Concepts of experiential learning foster the opportunity for students to learn by engaging in experiences and reflection, in order to integrate learning and further develop skills and knowledge. Students are experiencing, reflecting, thinking, and acting, while various learning styles are incorporated into the learning experience, which engages students and deepens and enriches knowledge (Kolb, Kolb, 2017).

It is important that OTA students learn about and utilize collaboration, critical thinking, and problem-solving skills. As an occupational therapy practitioner, collaboration with other healthcare professionals, critical thinking, and problem-solving skills are repeatedly utilized and are critical skills to have. It is important that faculty provide a variety of learning activities in the classroom and in the community to address the different learning styles and needs of students and allow them to begin to build these critical skills. Problem-based

learning scenarios and simulation activities are utilized, giving students the opportunity to apply information while utilizing problem-solving and critical thinking skills, in order to thoroughly understand and retain learned concepts and improve skills.

The program's teaching and learning experience is aligned with concepts outlined in AOTA's (2018) "Philosophy of Occupational Therapy Education". The program's teaching-learning experience supports active and engaging learning inside and outside the classroom; collaborative learning opportunities; continuous professional evaluation and self-reflection; and elements to spark lifelong learning and advocacy for the profession and future consumers.

Fink (2013) proposed a taxonomy of significant learning that is both hierarchical and interactional/intersectional. The following six types of learning comprise the taxonomy of significant learning and how they are utilized in the SJC OTA curriculum: Learning How to Learn, Foundational Knowledge, Application, Integration, Human Dimension, and Caring.

The SJC OTA Program believes that these six types of learning in Fink's Taxonomy of Significant Learning are relevant to occupational therapy assistant education and eventual practice as an occupational therapy assistant. As students progress through the curriculum, they demonstrate growth in their learning and application in all six dimensions.

REFERENCES

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2)

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl. 2)

American Occupational Therapy Association. (2019). Value of occupational therapy assistant education to the profession. *American Journal of Occupational Therapy*, 69(Suppl. 3)

Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses* (rev. and updated). Jossey-Bass.

Kay, D. & Kibble, J. (2016). Learning theories 101: Application to everyday teaching and scholarship. *Advances in Physiology Education*, 40, 17-25.

Kolb, A. Y. & Kolb, D. A. (2017). Experiential learning theory as a guide for experiential educators in higher education. *ELTHE: A Journal for Engaged Educators*, 1(1), 7-44.

PREPARATION FOR PRACTICE

The Occupational Therapy Assistant Program is a sequenced 2-year Associate of Arts in Science (AAS) degree program consisting of lecture, laboratory, and fieldwork instruction. Year One consists of classroom instruction during the fall semester. The spring semester has classroom instruction along with one day a week of fieldwork experiences. The summer semester consists of lectures, laboratory, and field trip experiences. The Second Year of the program consists of classroom instruction during the fall or fourth semester, including two weeks, full-time, at two different fieldwork sites. The final spring semester consists of two (2), full-time, minimum eight-week, and 280-hour fieldwork internships.

The SJC OTA curriculum will prepare students to work in a variety of settings, which represent the treatment continuum as well as populations across the life span. The program prepares students for practice in hospitals, rehab centers, outpatient facilities, skilled nursing facilities, mental health facilities, schools, and home-health care. Students will have at least one experience in an emerging practice area in community settings. Most courses will utilize examples from across the life span, although two courses are specific to populations: Elders and Occupation Therapy Interventions and Pediatrics and Occupation Therapy Interventions. Students learn to view persons holistically; however, for better comprehension, the specific content of Occupational Therapy interventions for psychosocial and physical function are studied in the third and fourth semesters, respectively.

SJC OTA EDUCATIONAL GOALS

According to the 2023 Accreditation Council of Occupational Therapy Education Standards for Occupational Therapy Education, to meet the rapidly changing and dynamic nature of contemporary health and human services delivery systems, a graduate from an ACOTE-accredited associate-degree-level occupational therapy assistant program, must possess basic skills as a direct care provider, educator, and advocate for the profession and the consumer.

Upon completion of the SJC OTA academic and fieldwork education, the graduate will demonstrate the attitudes, knowledge, and skills necessary for competent entry-level practice required through an integrated healthcare team delivery system as reflected in the following EDUCATIONAL GOALS:

- Clearly communicate the power and therapeutic use of evidence-based occupations through implementing and documenting occupation-based interventions to achieve expected outcomes.
- Effectively practice within the distinct roles and responsibilities of the occupational therapy assistant under the supervision of an occupational therapist while demonstrating ethical standards, values, and attitudes in the practice of the profession of occupational therapy.
- Deliver culturally sensitive and relevant services in a variety of delivery models and systems, as a competent, entry-level practitioner, while demonstrating the ability to motivate, involve, and communicate with the client to meet the needs of the individual's support system.
- Consistently monitor and modify therapeutic environment as necessary within clinical and community settings to ensure safety, order, privacy, and the highest level of function.
- Incorporate both basic and complex assistive technology devices in interventions to optimize an individual's participation in areas of occupation.

CURRICULUM DESIGN AND CURRICULAR THREADS

The San Juan College OTA Program curriculum design is supported throughout all courses and is evident in our methods of instruction and assessment. The curricular threads woven throughout the program are:

- **Evidence-based practice** that supports critical thinking and engagement in effective clinical reasoning.
- **Occupation-based practice** focusing on meaningful, client-centered interventions.
- **Community engagement** through partnerships with local organizations within our community to enhance student learning and success.
- **Experiential learning** to engage students and enrich knowledge acquisition skills.
- **Professionalism** to foster positive and ethical work behaviors and relationships.

CURRICULAR THREAD CORRELATION WITH COURSE DELIVERY

OTAP 120

First semester course that utilizes **experiential learning** to introduce students to the **professional** roles and responsibilities of the occupational therapy assistant; **occupation and evidence-based** practice; educational requirements; current health care environment; and moral, legal, and ethical issues.

OTAP 130

First semester course that utilizes **experiential learning** to focus on the study of musculoskeletal and nervous systems and human movement as it relates to the **professional** role and responsibilities of the occupational therapy assistant, including assessment procedures and **occupation-based** intervention techniques.

OTAP 140

First semester course that utilizes **experiential learning** to analyze various activities and occupations, with an emphasis on **professionalism**, including safe implementation of therapeutic and **occupation-based** interventions used in occupational therapy.

OTAP 150*

Second semester course that emphasizes **professionalism** and utilizes **experiential learning** to obtain knowledge and skills to write accurate and professional documentation for reimbursement of occupational therapy services. Topics include documentation throughout the stages of the occupational therapy process, intervention plans, and increasing observational skills.

OTAP 152

Second semester course that emphasizes **professionalism** and utilizes **experiential learning** to engage in **occupation-based** and health-related **community** learning experiences that enable the student to apply specialized occupational theory, skills, and concepts.

OTAP 160

Second semester course that emphasizes **professionalism** and utilizes **experiential learning** to explore pathology and general health management of diseases and injuries across the lifespan encountered in occupational therapy treatment settings. Includes researching **evidence-based** literature regarding: etiology, symptoms, physical and psychological reactions to disease or injury, and **occupation-based** treatment interventions relating to the diagnosis.

OTAP 170

Second semester course that emphasizes **professionalism** and utilizes **experiential learning**, including observation in the **community**, to explore general principles of occupational performance throughout the lifespan. Students locate and demonstrate an understanding of **evidence-based** professional literature and relate it to the effects of health on occupational performance.

OTAP 180

Second semester course that emphasizes **professionalism** and utilizes **experiential learning**, including **community** events, to apply advanced techniques and applications used in **evidence and occupation-based** interventions in traditional and non-traditional practice settings.

OTAP 200

Third semester course that emphasizes **professionalism** and utilizes **experiential learning**, to study conditions and the promotion of mental health through occupational therapy assessment tools and **evidence, and occupation-based** intervention strategies. Includes both classroom and **community-based** opportunities to apply group processes and dynamics to address the effects of mental health on occupational performance.

OTAP 210

Third semester course that emphasizes **professionalism** and utilizes **experiential learning**, to study occupational performance of elders, including occupational therapy assessment tools and **evidence, and occupation-based** intervention strategies. Includes both classroom and **community-based** opportunities to address the effects of aging on occupational performance.

OTAP 232

Fourth semester Level IB fieldwork course that enables the student to apply specialized occupational theory, **professional** and clinical skills, including safe implementation of therapeutic and **occupation-based** interventions in various facilities within the **community**.

OTAP 240

Fourth semester course that emphasizes **professionalism** and utilizes **experiential learning** to explore the occupational performance of newborns through adolescents. Students examine assessment tools and **evidence-based** techniques to apply therapeutic and **occupation-based** intervention strategies for the pediatric population, including those within the **community**.

OTAP 250

Fourth semester course that emphasizes **professionalism** and utilizes **experiential learning** to explore physical function and the promotion of occupational performance. Students explore assessment tools and **evidence-based** techniques to apply therapeutic and **occupation-based** intervention strategies for physical disabilities. Students are given the opportunity to apply knowledge during a **community** event.

OTAP 260

Fourth semester course that emphasizes **professionalism** and utilizes **experiential learning** to explore the roles of the occupational therapy assistant in health care delivery and management. Students are provided with opportunities to promote and advocate for the profession nationally and within the **community**. Students analyze **evidence-based** professional literature and key concepts of leadership and management.

OTAP 272/273*

Fifth semester Level II fieldwork (first eight-week rotation) course that emphasizes **professionalism** and utilizes **experiential learning** to engage in **occupation-based** and health-related **community** learning experience that enables the student to apply all occupational theory, skills, and concepts learned throughout the didactic portion of the program.

OTAP 274/275*

Fifth semester Level II fieldwork (second eight-week rotation) course that emphasizes **professionalism** and utilizes **experiential learning** to engage in **occupation-based** and health-related **community** learning experience that enables the student to apply all occupational theory, skills, and concepts learned throughout the didactic portion of the program.

* Identifies courses offered online in which students submit supplemental assignments to support the fieldwork courses and experiences.

SCOPE OF CONTENT

The SJC OTA program scope of content is based on developmental principles of “simple to complex” and repetition of basic tenets of occupational therapy practice, with less exposure to more advanced concepts.

Examples of “basic tenets” include:

- Focus on understanding and use of occupational therapy terminology, abbreviations, and medical language.
- Focus on activity analysis which leads to treatment techniques and interventions, adaptations and modifications for selected diseases or disorders that are most common among the clients that OTAs will treat.
- Focus on human structure and function, which leads to competency in assessing and performing range of motion and manual muscle testing, and knowledge of specific exercises to improve motion, strength, and endurance.
- Focus on human reflexes that are vital for treatment with neurological disorders throughout the life span.
- Focus on self-reflection and collaboration in interactions, whether it be in person, by phone, or electronically.
- Focus on understanding how psychological and social factors influence engagement in occupation and utilize this knowledge in developing client-centered, meaningful, and occupation-based interventions and outcomes.

Examples of “advanced concepts” include:

- One session on fabricating splints
- One session to practice electrotherapeutic modalities such as TENS, ultrasound, and e-stimulation
- One session to review prosthetics and static and dynamic orthotics

SEQUENCING OF CONTENT

All OTA courses build on the prerequisites and general education courses of Anatomy and Physiology, English Composition, Speech or Communications, Psychology, and Math.

The sequence of the SJC OTA curriculum content is based on a developmental model, where the courses are sequenced to begin with basic OTA concepts and terminology for a firm foundation. In subsequent courses, these basic principles are presented again, in increasingly complex and abstract manners that require greater levels of problem solving, critical thinking, and adaptive processing by the student. The SJC OTA curriculum is hierarchical in nature in that it begins with foundations of basic science and liberal arts knowledge, then progresses to occupational therapy tenets and theories then to the application of these concepts into clinical reasoning for client intervention.

Fieldwork is a vital piece of the curriculum design and provides students with the opportunity to participate in supervised, directed observations to extend classroom learning. The fieldwork experiences are developmentally sequenced from basic concepts of directed observation skills and focus on developmental life stages to complex clinical reasoning required for client intervention. The scope of the fieldwork content ranges from traditional settings such as hospitals and Skilled Nursing Facilities (SNFs) to psychosocial settings such as the SJC Child and Family Development Center (CFDC), to behavioral health type units, to special needs in school districts and various community centers or emerging practice settings. In these Level I fieldwork experiences, students will identify the psychosocial factors that influence engagement in occupation. Also, academic and fieldwork assignments include identifying the client’s psychosocial factors that influence engagement in occupation.

Additionally, faculty collaborate with Fieldwork Educators to ensure that the expectations of the fieldwork assignments correlate with course content and the stage of the program. For example, in the second semester, students take the Growth and Development in OT course while completing Fieldwork Level 1-A with

pediatric, adult, and elder populations. This provides a glimpse of normal development, psychosocial factors, and a variety of diagnoses.

EVALUATION STRATEGIES

Evaluation methods are based on the type of material to be learned. Learning activities are also based on the type of material: facts (knowledge) are presented through lecture and activities to reinforce learning, while skills, attitudes, and competencies are discussed, then demonstrated and practiced. The methods of evaluation for lecture material are multiple choice and short answer exams, either in computerized or non-computerized formats. Evaluation of skills, attitudes, and competencies is accomplished by practical exams or check-offs, interviews, group or individual discussions and presentations, or written reports.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM COURSES

Associate of Applied Science in OTA, a total of 76-77 program credits

General Education Requirements

Course Section	Course Name	Credits
ENGL 1110 or 1210	Freshman Composition or Technical Composition	3
MATH 1130 or other (excluding Math-2110)	Survey of Mathematics	3 or 4
BIOL 1130* or A & P 2210 & 2225	Human Body Structures and Functions	4
COMM 1130 or COMM 2120	Public Speaking or Interpersonal Communication	3
PSYC 1110	Intro to Psychology	3
	Total General Education Requirements	16-17

*BIOL 2210 and 2225 may be substituted for BIOL 1130 only with permission of the OTA program director. All science courses must be current within five (5) years. BIOL 1130 is non-transferable.

Year 1 - Fall Semester

Course Section	Course Name	Credits
OTAP 120	Intro to Occupational Therapy Assistant	4
OTAP 130	Functional Kinesiology in OT	4
OTAP 140	Analysis of OT Interventions I	4

Year 1 – Spring Semester

Course Section	Course Name	Credits
OTAP 150	Documentation for OT	1
OTAP 152	Fieldwork Level 1-A	1
OTAP 160	Pathophysiology & Occupational Therapy	3
OTAP 170	Growth & Development in Occupational Therapy	3
OTAP 180	Analysis-Occupations & Interventions II	4

Year 1 – Summer Session

Course Section	Course Name	Credits
OTAP 200	Mental Health & OT Interventions	3
OTAP 210	Elders & OT Interventions Occupational Performance in Elders	3

Year 2 – Fall Semester

Course Section	Course Name	Credits
OTAP 232	Fieldwork Level 1-B	1
OTAP 240	Pediatrics & OT Interventions	4
OTAP 250	Physical Function & OT Interventions	4
OTAP 260	Health Care Management in OT	3

Year 2 – Spring Semester

Course Section	Course Name	Credits
OTAP 272	Fieldwork Level II-A	4
OTAP 273	Documentation for OT-II - A	2
OTAP 274	Fieldwork Level II-B	4
OTAP 275	Documentation for OT-II - B	2

COURSE SEQUENCING

Throughout the curriculum, each OTA program course offered by the School of Health Sciences **must be taken in sequence, as courses are only offered once each year.** Courses can only be taken during the semester in which they are officially listed. Additionally, **students must complete all Level II fieldwork within 18 months following completion of the academic portion of the SJC OTA program.**

GRADING SYSTEM

All courses within the OTA curriculum, without exception, must be completed with the award of the grade of “C” or higher. The following is the official method of grading:

Grading System Chart

Percentage	Letter Grade	Points Per Semester Hour
90 - 100	= A	= 4 points per semester hour
80 - 89.99	= B	= 3 points per semester hour
70 - 79.99	= C	= 2 points per semester hour
60 - 69.99	= D	= 1 point per semester hour
Below 59	= F	= 0 point per semester hour

NOTE: All courses within the OTA Program curriculum, including pre-requisite general education courses, must be completed with a grade of “C” or higher to complete the degree plan. It is vitally important that the student be aware of their running average in each class and recognize when assistance or tutoring is needed. Each student must take the responsibility to approach the instructor for guidance in studying or to discuss grades. Each student will meet twice with faculty every semester to review academic standing and progression through the program.

HONORS COURSES

At the end of the first semester, students who have a GPA of 3.6 or above will have the option of taking 4 OTA Honors courses in semesters 2-4. Each Honors course will have different leadership and extra assignment requirements.

Refer to: <https://www.sanjuancollege.edu/education-training/honors-program/> for details on honors and service learning programs at San Juan College.

STUDENT REQUIREMENTS FOR PROGRAM

Initial Responsibilities of the Student

Once accepted into the SJC OTA Program, students declare Associate of Applied Science Occupational Therapy Assistant as the major degree with Registration and Records (degree code AAS.OTAP).

Program Expectations for Student Professional Behavior

The student will:

1. Comply with AOTA Core Values and Code of Ethics.
2. Interact appropriately with other students and faculty in and out of class.
3. Participate in class by asking thoughtful questions and initiating discussion.
4. Engage in collaborative learning.
5. Use multiple resources to enhance learning.
6. Manage time wisely to meet established deadlines.
7. Use positive conflict resolution strategies to resolve a conflict with another student or faculty member if one arises.
8. Embrace new learning experiences and work collaboratively to learn new skills with others.
9. Model the professional role.
10. Develop self-awareness of capabilities and limitations.
11. Incorporate constructive feedback into practice.
12. Come to fieldwork prepared to practice safely. Accept responsibility to create a dynamic learning environment.
13. Have the goal to become a self-directed, life-long learner.
14. Recognize that trying to do good work is not the same as doing good work.

Student Conduct

College is preparation for professional opportunities, and professional conduct is expected in courses, online communications, and interactions with members of the college community. As part of our learning community, students are expected to interact and communicate in a mature, respectful, thoughtful, and supportive manner. Students who demonstrate disrespectful, rude, hostile, belittling, bullying, or other disruptive behavior, including threats to self and others, will be subject to potential academic consequences and possible dismissal from the college. Students should refer to the Code of Conduct in the San Juan College Student Handbook for additional information.

Criminal Background Check and Drug Screening

Before being fully accepted into the Occupational Therapy Assistant Program, students must pass a mandatory criminal background check (CBC) at the student's expense. This **MUST** be completed in the first semester of the program. Falsification of any submitted application documents will result in the student's dismissal from the program without the possibility of readmission. Fieldwork sites may require additional background checks at the student's expense.

The cost for individual criminal background checks is the responsibility of the student. The program director or fieldwork coordinator will provide the appropriate forms needed to obtain the required criminal background check.

Results of all CBCs are submitted to the program director. All results are kept confidential.

Drug screening tests may be requested to complete a fieldwork rotation. Students must understand that a fieldwork site may request an additional drug screening or background check, with the cost being the responsibility of the student. Students who fail to pass a drug screening or test may be precluded from engaging in fieldwork required to complete the OTA program coursework and graduation requirements. (Appendix E)

Immunizations and Physical Examination

All students accepted into the Occupational Therapy Assistant Program at San Juan College must present evidence that the following immunization requirements have been met before the student is allowed to begin a fieldwork practicum. This is a requirement mandated by the fieldwork affiliates of our program. Students who do not have immunizations due to medical reasons must present documentation from a physician stating the reason. Students without immunizations may not be allowed to complete clinical rotations in certain facilities. The student must present documentation from a physician or medical clinic, which will be maintained in the student's file in a secure electronic file, for the following immunizations:

- a. Hepatitis B
- b. Tetanus, Diphtheria, Pertussis
- c. Measles, Mumps, Rubella
- d. Varicella or Chickenpox
- e. Annual PPD/TB or Tuberculin Skin Test or Chest X-ray
- f. Influenza (Yearly)
- h. Additional immunization may be required by clinical facilities (i.e. COVID-19 vaccination)
- i. Physical examination

Cardio-Pulmonary Resuscitation Certification (CPR)

CPR certification is required of students by SJC, the OTA program, and the fieldwork affiliates of the program. Prior to entering into the fieldwork assignments, students are required to present evidence that they

have completed CPR for infants, children, and adults. Certifications may be in either Basic Life Support for the Health Care Provider, CPR Pro, or the equivalent. Students who do not meet the CPR requirement will not be permitted to begin a fieldwork assignment. Current CPR certification must be maintained by all students for the duration of the entire fieldwork experience.

Student Records

Records regarding student admission, enrollment, fieldwork, and achievement are maintained and kept in a locked file drawer and room and/or in a secure electronic file consistent with Family Educational Rights and Privacy Act regulations. Grades and credits for courses are recorded on students' transcripts and permanently maintained by SJC Records and Registration.

Malpractice Insurance

San Juan College provides malpractice insurance for all Health Science students. A copy of insurance can be provided by the AFWC to the facility upon request.

Transportation and Fieldwork Site Locations

Students are responsible for their transportation to and from class, field trips, fieldwork sites, and any other designated areas. Students will follow all state and federal regulations related to auto insurance and a valid/current driver's license.

Students need to be aware that there will be out-of-town fieldwork rotations. The student is responsible for all costs, including but not limited to housing, meals, incidentals, and transportation during these fieldwork experiences.

Credit for Transferring Coursework from Another Institution

- A. Previous Prerequisite or General Education Coursework:
Students requesting credit for previous general education or prerequisite coursework must submit an official transcript from the educational institution to the San Juan College Enrollment office. The advisor will review all submitted official transcripts and set course equivalencies, according to college standards for all previous non-OTA coursework. Any course that is listed as equivalent will be accepted as having completed that course within the OTA curriculum. The advisor and/or program director will consult with academic deans to assist with the determination as needed. Science courses must be current within 5 years
- B. Previous Occupational Therapy Assistant Coursework:
Transfer credit at SJC for OTA coursework completed at other institutions is not accepted.

Credit for Advanced Placement

Students requesting credit for advanced placement for general education or prerequisite courses will need to contact the San Juan College Enrollment Services Office. There is no advanced placement credit for OTA courses.

Credit for Work Experience or Experiential Learning

There is no credit given for OTA courses based on work experience. There are no prerequisite paid work experience requirements to apply to the program.

Health Insurance

The San Juan College OTA Program strongly recommends that students carry personal health care insurance while enrolled in the program. Any health care costs incurred while the student is enrolled in the college are the responsibility of the student. Fieldwork clinical sites may require proof of the student's personal health care insurance.

SAFETY AND HEALTH INFORMATION

Classroom/Lab Safety

Safety is of utmost importance to the students, faculty, and college. Everyone is urged to follow all safety precautions while on campus, in the lab, and during fieldwork. During the first day of lab, students will be oriented to the location of fire extinguishers, the fire alarm, and the appropriate emergency exits from the building. Posters with phone numbers and safety instructions are located in each classroom/lab.

In addition, all students using the lab during class or when practicing therapy treatments must adhere to the following:

1. Consistently ensure a safe environment by recognizing safety hazards and taking necessary steps to prevent injury.
2. Students are **not** allowed to practice any modalities without onsite supervision and notification, and permission of a full-time or adjunct instructor.
3. Only practice with equipment with which you have been instructed.
4. Laboratory equipment is expensive. Ask for assistance when unable to handle equipment safely and independently.
5. Use proper body mechanics while handling equipment and practicing occupational therapy procedures with other students.
6. Adhere to established precautions and contraindications when practicing therapy treatments.
7. Practice good hand hygiene by washing hands with soap and water, or using alcohol-based hand rub before treating a student/patient and before using equipment.
8. Practice good respiratory hygiene by covering your mouth and nose when coughing or sneezing.
9. Sanitize the equipment parts that have been in contact with a patient/student.
10. Unplug electrical equipment after use.
11. Follow the classroom/kitchen clean-up assignment list to keep the OTA room clean.
12. Students are not allowed to treat "real" pathologies, either on themselves, other students, or faculty/staff.
13. Students are not to discuss patients or volunteers outside the classroom, in order to maintain client confidentiality and meet HIPAA requirements.
14. Spouses, significant others, friends, family, etc., are not allowed to attend lecture or lab sessions on campus. They are also unable to participate in any manner as "patients" for any student enrolled in the technical program, at any time.
15. Any student wishing to use lab equipment anytime other than regularly scheduled hours must make arrangements with the OTA faculty. Doors need to be shut and locked, and lights turned off when the last person leaves.
16. In case of an EMERGENCY on campus, call 911, then 505-566-3333; dial 3333 from a campus phone
17. In case of FIRE, remember RACE: Rescue; Alarm; Contain; Evacuate
 - There are two Fire Extinguishers located in room HHPC 55338, one near the laundry area and one between the storage room and the faculty office.
 - To use the Fire Extinguisher: PASS-Pull; Aim; Squeeze; Sweep
 - Evacuate by exiting toward the Zia Conference Center, the rally area is Parking Lot D across the street and behind the Health Science Building. The alternate route is toward the dental clinic at the back of HHPC; the rally point is the HHPC Overflow Parking Lot.

Needle Stick and Other Injuries/Accidents

The student is financially responsible for any treatment required as a result of a needle stick injury or any other injury/accident sustained during the program. Fieldwork facilities utilized by the program provide ONLY first

aid to OTA students. Students are responsible for providing their own follow-up treatment and care.

In the event of an incident, the student must:

1. Report all accidents or errors immediately to the instructor, fieldwork educator, and/or clinical director if at a fieldwork site.
2. Complete a San Juan College incident report.
3. Complete all forms according to the facility policy.
4. Submit a copy of all forms to the Program Director.

If an incident occurs while on fieldwork, the student must inform the AFWC or Program Director as soon as possible and make every attempt to complete the written report within 24 hours of the incident, if at all possible, to ensure proper care and follow-up.

Pregnancy Policy

If a student becomes pregnant while in the OTA Program, it is her responsibility to inform the program director and/or fieldwork coordinator. If the student is unable to complete course/lab work or fieldwork assignments because of her pregnancy, she can follow the procedures for voluntary withdrawal, located in this handbook. If the student is able to continue in the program throughout the pregnancy, she will be expected to meet the same standards of clinical and classroom performance as other students enrolled in the program.

Because of possible risks associated with the fieldwork setting, such as lifting, exposure to chemicals, x-ray, and diathermy, some fieldwork assignments are not appropriate for the student who is pregnant. The student will be required to present a doctor's release for full physical activities before returning to classes or fieldwork. A waiver must also be signed, releasing the school and any of its affiliated clinical agencies from ANY liability concerning her pregnancy or the unborn child.

Hospitalizations/Medical Situations

For your protection, after a hospitalization or involvement in a medical situation, you will be required to present a doctor's release for full physical activities before returning to classes or fieldwork.

Campus Tobacco/Smoking Policy

San Juan College is a smoke-free campus; no smoking is permitted anywhere on campus, including the use of electronic cigarettes.

ACADEMIC POLICIES AND PROCEDURES

Attendance

This program is preparation for a career as a professional; the attendance policy reflects what is expected for continued employment. Students are expected to regularly attend all classes. Valid reasons for missing classes do not relieve the student of making up any missed work. The student is responsible for making up all lost work. If the student misses a class, he/she is required to obtain the lecture notes from another student. If the student misses lab, he/she must contact the instructor to make arrangements to make up for any missed instruction. In addition, there may be in-class activities and assignments that may not be made up if a student is absent from that class.

The student must contact the instructor of record before the class, lab, or fieldwork day to report an intended absence/tardiness. The student must provide a bona fide reason for missing class, lab, or clinic (i.e., emergencies, severe illness, death). Such things as appointments and vacations are not appropriate reasons. If the student misses class for an extended period, they may need to provide written documentation for the absence/tardiness. Please do not call a fellow student and ask them to tell the instructor, director or administrative assistant that you will be late.

Mandatory Coursework Outside of Regularly-Scheduled Class Time

At times, there are opportunities for students to be involved in fieldwork or special coursework related activities that do not fall during class times; this may be in the evenings, non-class days, or weekends. Faculty will provide as much notice as is possible. Attendance is mandatory, and students will be counted absent in the corresponding course for the event if unable to attend. Past events include but are not limited to: New Cohort Welcome, CarFit, Interprofessional activities, and 2nd Year send-off.

Absences

Students are not allowed to miss or have more than three days of absences without a grade penalty, in each course, every semester.

Tardiness

Tardiness is a form of absenteeism, is disruptive and disrespectful to the class. A student who arrives after the start of the published class time will be considered “tardy”. Two “tardies” will equal one absence. Students arriving late must notify the instructor class to change the “absence” to a “tardy”. Leaving class or lab early is also considered an instance of tardiness. The student will be considered absent if a student misses more than 30-minutes (any combination of time) of a course which lasts two or more hours.

The following disciplinary actions in regards to attendance apply to each course, each semester:

Tardiness System Chart - Two Tardies Equal an Absence

Number of Absences/ Tardies	Form of Action Results
First Absence/2 Tardies:	Verbal Warning
Second Absence/4 Tardies:	Written Warning and Formal Plan of Action
Third Absence/6 Tardies:	Written Warning, Formal Plan of Action, and Final Course Grade Lowered by 10 Points

For all lecture/lab courses, the first absence/tardy 1 & 2 will result in a verbal warning. The second absence/tardy 4 will result in a written (i.e., formal plan of action). After the third absence/tardy 6, the student will receive a written warning, and the course grade will be lowered by ten (10) points for that specific course. If the student currently has a course grade of “C” for that semester, the student will be at risk for dismissal from the program.

Fieldwork Attendance

Your work hours during each affiliation will mirror the schedule of your Fieldwork Educator. Varied clinic schedules should be followed (example: 4 10-hour work days). Fieldwork IA and Fieldwork IB are a minimum of 7-hour work days for a minimum of 70 total fieldwork hours. Fieldwork IIA and Fieldwork IIB are five days a week, full-time in a clinic, each for a minimum of eight weeks, AND a minimum of 280 total hours.

For Fieldwork Level IIA and IIB, students are required to follow the work schedule of the fieldwork educator, even if it exceeds 40 hours per week or occurs on weekends. Any lost time for any reason >8 hours accumulated **MUST** be made up, regardless of the total hours accumulated. This will cover if you are tardy or have to take a few half days for something, but it does give you one grace day.

The student is required to “clock in and out” on the time sheet provided. Both the student and the Fieldwork Educator must sign the timesheet form. This form is to be presented to the SJC faculty during site visits and turned in at the conclusion of the semester.

If the student must miss a day in the clinic, the student **must contact both** the Fieldwork Educator (FE) and Academic Fieldwork Coordinator (AFWC) and give a bona fide reason for missing clinic. Failure to notify

both the fieldwork facility and the SJC faculty of an absence could result in failure of that fieldwork rotation. Additionally, absences from fieldwork will affect the student's final fieldwork grade. If a student's FE is not able to be at the site, the FE and/or the site manager will determine if the student can report to the site, with communication provided to the AFWC. In some cases, it may be appropriate for the student to be supervised by another clinician. If the student misses hours in this circumstance, they will not be penalized for the absence, but may need to make up the hours.

Since tardiness is a form of absenteeism, the Fieldwork Educator may establish a policy regarding tardiness. The student is required to make up all fieldwork time missed, including absences and tardiness, regardless of the total hours achieved at the end of the rotation. It is the student's responsibility to communicate any changes in schedules with the AFWC.

Fieldwork is preparation for the work environment; attendance is expected. If there is inclement weather and the SJC campus is closed, fieldwork students must determine if they can safely get to the facility. Fieldwork students who will be late or absent **must contact both** the Fieldwork Educator (FE) and the Academic Fieldwork Coordinator (AFWC) and must make up any time lost. Any lost time for any reason >8 hours accumulated **MUST** be made up, regardless of the total hours accumulated. This would cover tardiness or having to take a few days for something, but it does give a one-day grace period.

Records of Attendance

Records are kept as a point of reference.

Instructor Absence

When an instructor is unable to be present for his/her scheduled class, students will be informed as soon as possible as to whether the class is canceled or whether a substitute instructor will be there to assist them.

Instructional Methods and Materials

Didactic material will be presented in lecture, discussion, and demonstration formats. Whenever possible, active learning and instructional aides will be used in class. Faculty will utilize PowerPoint presentations, whiteboard, models, videos, textbooks, experiential activities, and other instructional aides as deemed appropriate. Work may be completed individually or in groups. Lab and some lecture courses may include role-playing or hands-on. The student should arrive in the classroom prepared to be an interactive component of the class, with ample note-taking materials and the appropriate textbook. Students should freely take notes, ask questions, and be attentive during each class.

Depending on the class/instructor, class notes will be made available from your instructor through the San Juan College Learning Management System. It is the responsibility of the students to have class notes available during class, if previously posted by the instructor.

Student Evaluations

A. Examinations will be given in all classes and labs. Lecture exam format may include multiple choices, matching, true/false, short answer/fill-in-the-blank, or essay. Lab exams may consist of multiple-choice, short answer/fill-in-the-blank, matching, or skills practical/check-off. Fieldwork courses may include assignments and evaluations.

B. Students may access grades at any time via the Learning Management System. Midterm grade reports will be given to the student. The midterm grade report will document current progress for each lecture/lab course. Pass/fail will be reported for midterm fieldwork progress. It is the responsibility of the student to maintain personal records and be aware of their individual exam scores and status in each course.

C. Code of Conduct, including Academic Honesty Rules: San Juan College expects all students to adhere to

the Code of Conduct as posted online: <https://www.sanjuancollege.edu/studenthandbook/> in the Student Handbook. These are the official guidelines for all students at San Juan College.

D. Make-up Examinations:

All major exams, including practical examinations and finals, are to be taken at their scheduled times and dates.

1. Make-up exams are at the discretion of the instructor.
 - a. Students with appointments on examination days should email the instructor via Canvas to schedule to take the examination early. Students who take exams early obtain full credit.
 - b. For students with unexpected situations on examination days (illness, accidents, etc.), it is the responsibility of the student to contact the course instructor via Canvas email within 24 hours to determine a possible make-up exam time. Students who contact the instructor within 24 hours of an exam may receive only a maximum grade of 80, at the discretion of the instructor.
 - c. A “0” (zero) will be recorded if the student is absent and does not notify the instructor via Canvas email within 24 hours of the exam start time.
2. Make-up exams will cover the same original exam content; however, the exam may be presented in a different format. The length of time for the exam will be the same as the original.
3. Pop quizzes may be given during class that cover the assigned reading material. Pop quizzes cannot be made up. The value of the quizzes will be incorporated into the student’s total grade.

E. Late Assignments

Assignments are due in the manner as directed in Canvas.

- Assignments not submitted per Canvas instructions but received within 24 hours will be given a starting grade of 80. Any deficiencies in the quality of the assignment will result in a lowering of the grade.
- Assignments received 24 hours after the Canvas assignment due date and time will be given a “0” (zero).
- Any variation to this policy must be clearly stated in the course guide or as a written explanation with the specific assignment.

F. Late Fieldwork Assignments

Students are expected to complete and turn in all fieldwork assignments on time. Late work policies are clearly stated in course materials.

G. Lab Practical Examinations

Students have a total of three attempts to pass any lab exam taken in the program (the initial practical exam and two additional attempts). If you do not pass the first exam, you must meet with the instructor to review areas of deficiency. A second attempt will be scheduled, and you will be given no higher than an 80% as a passing score. If you require a third attempt, additional remediation with the instructor will be necessary and you will be given no higher than a 70% and if you fail the third attempt, you will be given a score of zero, and this may result in a failing grade for the course and options will be discussed.

H. Testing Accommodation Information

Students will receive a schedule of test dates on the first day of class. Students with disabilities are expected to contact Accessibility Services to schedule all tests for the semester at this time.

Students who are taking tests through Accessibility Services must complete scheduled examinations within 24 hours of the original class test time, unless written permission is given by the instructor for extenuating circumstances. (505)566-3404 or <https://www.sanjuancollege.edu/support/accessibility-services/>

For students with unexpected situations on examination days (illness, accidents, etc.), it is the responsibility of

the student to contact the course instructor via Canvas email and Accessibility Services within 24 hours to determine a possible make-up exam time. Students who contact the instructor within 24 hours of an exam may receive only a maximum grade of 80, at the discretion of the instructor. The student is responsible for scheduling a make-up exam as soon as possible with Accessibility Services and must notify the instructor of the alternate time.

If for any reason other than stated above, students must change the testing time that was scheduled, arrangements must be made in advance. Students are responsible to schedule the alternate test time with Accessibility Services AND notify the instructor of the time AT LEAST 72 hours prior to the original test time. Students who do not schedule the alternate test time or contact the instructor in the above time frames are eligible to take the test, but may receive a maximum score of 80, at the discretion of the instructor.

If you need accommodations during fieldwork rotations, you must notify Accessibility Services so that the program can assist you.

Evaluations and Advising

1. Students are scheduled to meet with one or more core OTA faculty members and adjunct faculty, as appropriate, each semester of the OTA academic coursework held on campus at San Juan College. The following topics will be discussed and reviewed during the meetings: grades, progress in the program, academic standing, professional behaviors, and any academic or other concerns of the student or faculty members.
2. During the fieldwork rotations, the student will have contact with the SJC OTA Program Academic Fieldwork Coordinator on a regular basis. Students may also contact the academic fieldwork coordinator with questions while assigned to a fieldwork site.
3. Occupational therapy assistant program faculty are available for students according to office hours posted in Canvas. The student should make an appointment with the individual instructor for OTA academic counseling, OTA coursework, fieldwork education, or student concerns.

Professional Standards

Professional standards and ethics define behavior that applies values and moral standards to activities within a profession. It is one of the goals of the Occupational Therapy Assistant Program to assist students in becoming safe, professional, and ethical occupational therapy practitioners. This goal is fulfilled by holding the student accountable for safe behaviors and by establishing a code of ethics and conduct along with professional standards of behavior that will help the student meet the criteria expected by the profession. Students and faculty will complete a professional behavior assessment during each semester. This assessment provides students with ongoing feedback and self-reflection to grow professionally.

Pass/Fail Policy and Academic Counseling

A student with academic difficulties in a course will receive notification that their progress is thus far unsatisfactory (grade has fallen below a C 70%). Instructors, in consultation with the program director, will provide students in this situation with the specific information presented on an OTA program Student Academic Counseling Form (Appendix A). The instructor and student will discuss and document a student action plan and/or academic counseling session to improve the student's performance. The student and instructor will sign and receive a copy of this form. The student's signature does not indicate agreement with the statements made on the "Academic Counseling Form", only that the student has had an opportunity to read the form and make comments. The academic counseling forms are placed in the student's permanent file.

While the OTA Program cannot require students to attend tutoring or academic counseling sessions, students are strongly encouraged to attend these sessions for additional help. Students will remain on the formal action plan until their progress meets the program guidelines of passing course requirements with a 70% average for at least one semester. At that point in time, the plan of action will be discontinued at the discretion of the

OTA program director.

Withdrawal/Dismissal Definitions & Readmission Procedures

All OTA courses are offered only once a year. The last day to withdraw will be posted in the “Key Dates to Remember” in each course syllabus. If you do not see it, ask. All signed forms must be in the Office of Registration and Records by the designated date.

- Withdrawal is when a student submits paperwork to the Office of Registration and Records requesting “withdrawal” from a course.
- Dismissal is when a student completes a course and receives a failing grade of (grade of “D”, “F”, “W”, or “X”).

Voluntary Withdrawal Due to Circumstances Unrelated to Failing Grades

1. A student who withdraws from an occupational therapy course(s) for the first time due to circumstances unrelated to grades must inform their instructor(s) and schedule a meeting with the program director. The student must follow the school policies for withdrawal from courses. The census dates and the final withdrawal dates are listed in “Key Dates to Remember” in each course syllabus. Failure to comply with this procedure can result in failing grades in all courses.
2. In order to request readmission, the student must demonstrate proficiency ($\geq 70\%$) in all courses completed prior to withdrawing.
3. Within 45 days from the date of withdrawal, the student must submit a formal letter explaining the reasons for the withdrawal and a detailed plan of action for future success, which may include the repetition of coursework. The program director will contact the student concerning the details of re-enrolling in the program.
4. The student who withdraws for catastrophic reasons may request to continue one time.
5. Readmission is contingent on space availability.
6. The readmitted student must adhere to the requirements that are in effect at the time of readmission to continue with the occupational therapy assistant curriculum.
7. If the student fails to re-enroll in the OTA program the next time the corresponding course(s) is/are taught, the student must submit a new application for consideration into the program.
8. A student voluntarily requesting withdrawal from the OTA program, not related to failing scores or comments during Level II, full-time fieldwork assignments, will have 18 months after the academic coursework to complete the full-time fieldwork courses and graduate.

Withdrawal/Dismissal from Program Due to Course Failure

1. The student who is dismissed due to failing at the time of withdrawal or a course grade of “D”, “F”, or “X” of one OTA course may request re-admission one time and will be on probation until the program is completed.
2. A student who is failing ($< 70\%$) 2 courses at the time of withdrawal or any one OTA course 2 times is ineligible for readmission to the OTA program.
3. Within 45 days from the date of withdrawal or failure, the student must submit a formal letter explaining the reasons for the withdrawal and a detailed plan of action for future success, which may include retaking additional courses. If the student was on a plan of action, comments should include progress made while still in the program. The program director will contact the student concerning the details of re-enrolling in the program.
4. Readmission is contingent on space availability.
5. In order for the student to continue after readmission, a student must demonstrate proficiency ($\geq 70\%$) in all courses. If a re-admitted student fails any course, they will be dismissed from the program and are ineligible for re-admission.
6. All students must adhere to the requirements that are in effect at the time they are readmitted and continue within the occupational therapy curriculum.
7. If the student fails to re-enroll in the OTA program the next time the corresponding course is

taught, the student must submit a new application for consideration into the program.

Withdrawal/Failure from Level II Fieldwork

1. A student who fails one fieldwork rotation in either OTAP 272 or OTAP 274 will have the opportunity for a second rotation.
2. Following the failure of the first fieldwork rotation, the student must meet with OTA AFWC to:
 - a) Review issues surrounding his/her failure
 - b) Explain what he/she has learned from the experience
 - c) Identify specific goals and steps the student will take that will lead to success in future rotations
3. A student who fails a second rotation in either OTAP 272 or OTAP 274 will be dismissed from the OTA program and is ineligible for readmission.
4. A student who chooses to withdraw from a Level II fieldwork course must meet with the Program Director and/or the AFWC to discuss issues and options for completion.
5. Students must complete all graduation and Level II fieldwork requirements within 18 months of completing the academic phase of the program.
6. All Level II fieldwork must be completed in a maximum of 3 locations.

Program Dismissal with the Student Being Ineligible for Readmission to the OTA Program

Students may be dismissed from the OTA Program due to failure to meet academic standards. A student is ineligible for readmission to the program after being dismissed for any of the following:

Academic Standards:

1. Failure of any OTA course for the second time (<70%).
2. Violations of academic integrity as outlined in the SJC Student Handbook and Planner.
3. Failure of two-Level II fieldwork rotations.

Inappropriate Student Behavior Policies

The following are examples of inappropriate student behaviors in the classroom, laboratory, and fieldwork environments. The following constitute cause for counseling, development of a formal plan of action, and mandatory meetings with the program director.

Standards of OTA Professionalism

1. Inappropriate communication examples include:
 - A. Continuing to use social or vernacular language when therapeutic or medically based language is required;
 - B. Making rambling, non-specific, and non-clinical statements when specific clinical statements are required;
 - C. Deliberately distorting and misinterpreting guidance, instructions, or counsel.
2. Continuing inability to establish an appropriate professional or functional rapport with patients, agency staff, faculty, or classmates after being counseled concerning such behavior.
3. Maintaining an inappropriate, overly-confident (know-it-all) attitude after being counseled concerning such behavior.
4. Defensive, aggressive, manipulative behaviors as reported by faculty, classmates, fieldwork staff, and/or patients after being counseled concerning such behaviors. Example: blaming and failure to assume responsibility for own actions.
5. Displaying rejecting, rude, uncivil, disrespectful, derogatory, judgmental behaviors towards patients or their family members, classmates, fieldwork staff, and/or faculty after being counseled concerning such behaviors. Extreme instances of inappropriate behaviors may result in immediate suspension or dismissal and may also constitute violations of the San Juan College Student Conduct Code.
6. Breach of confidentiality. Examples: discussing a patient outside a controlled classroom

clinical setting, failure to protect patient identification and information on paperwork. See Health Information Privacy and Accountability Act (HIPAA) standards, page 54.

7. Unprofessional personal hygiene and/or inappropriate attire in fieldwork and/or skills lab. Examples: clothing or shoes not clean or needing repairs, wrinkled uniform, greasy hair, excessive body odors, including a smell of tobacco on the body, clothes or breath after being counseled concerning such matters. Visible tattoos or facial/body jewelry (wristwatch, wedding band, and one non-dangling piercing per ear are allowed) may be deemed an unprofessional appearance. Nails are to be kept short for hygiene and safety purposes. Artificial nails may not be acceptable.

Standards of OTA Professionalism Also Addressed by SJC Code of Conduct and Academic Policies

8. Use of excessive strength (roughness) or carelessness in treatment or inappropriate physical contact with patients, family members, classmates, faculty, fieldwork staff, and/or any other persons in the fieldwork environment.
9. Any sign of substance use or abuse that results in impaired judgment or behavioral disruption in fieldwork, lab, or class. (See Policy for "Student Impairment", Appendix B).
10. Jeopardizing any fieldwork staff, patients, classmates, or faculty member's physical or psychological safety in the classroom, lab, or fieldwork setting, as defined in "Unsafe Clinical Behaviors", page 49.
11. Violations of written and distributed program and individual instructor classroom/clinical guidelines.
12. Dishonesty in oral or written work (see examples in "San Juan College Code of Conduct" in the SJC Student Handbook at:
[Student Handbook | San Juan College](#)
Examples include but are not limited to:
 - cheating on tests
 - copying the assignments of another student
 - plagiarism
 - unauthorized access and use of standardized assignments, course examinations, and/or passwords
 - lying to classmates, faculty, staff or fieldwork staff
13. Dishonesty in clinical documentation.
Examples include but are not limited to:
 - Falsifying information entered into the patient's medical record
 - Accessing information without proper authorization
14. In order to work as an OTA, you are required to sit for a national certification exam and become licensed to practice in your state of choice. Behaviors resulting in unethical or unprofessional actions related to assault, battery, DUI, DWI, resisting arrest, larceny or any felony charge may be a hindrance to complete these requirements.

Grade Appeal Process

Prior to filing a grade appeal, all students are required to meet informally with the course instructor to discuss the grade. This initial discussion could lead to corrections of a grade that was miscalculated or entered incorrectly. The course instructor and student can often resolve the issue through this first informal meeting. If the student is not satisfied with the resolution at this point, the student is required to meet first with the program director, then the appropriate dean to address his/her concerns. After both of these meetings, if the student is still interested in pursuing an appeal, the student must complete the Formal Application for Grade Appeal. Formal grade appeal procedures must be followed and are outlined in the SJC Student Handbook, found at: <https://www.sanjuancollege.edu/studenthandbook/>

Occupational Therapy Assistant Program Complaint Policy and Procedure

The purpose of the student complaint procedure is to ensure students' due process in the resolution of a complaint. Student complaints may include (but are not limited to) issues regarding classroom instruction, other college services, or offices. Grade and behavioral appeals are detailed above, and discrimination issues are detailed earlier in this handbook.

Step 1: Talk to the person involved as soon as possible to allow early resolution.

The student should first establish an appointment to discuss the concern with the instructor of record for classroom issues, classmates, the fieldwork educator, or the college office most immediately involved. Both parties should collaborate in resolving the situation.

Step 2: Present a written complaint to the OTA Program Director or Academic Fieldwork Coordinator for Fieldwork Concerns

If, after trying the agreed-upon options, the student is not satisfied with the progress made, present a written document identifying the issues and the steps taken, and make an appointment to discuss the situation with the Academic Fieldwork Coordinator and/or program director.

Upon notification of a complaint by the individual, the OTA Academic Fieldwork Coordinator and/or program director will review the documentation of the complaint and, as appropriate, the policies of the program, College, and/or the affiliation site.

The OTA Program Director and/or Academic Fieldwork Coordinator may confirm the original solution or provide mediation to reach a mutually agreed-upon solution. The OTA Program Director and/or Academic Fieldwork Coordinator will provide a written response to written complaints. If the response is not resolved satisfactorily for the student, the process will follow in this order: AFWC and/or OTA Program Director > Dean of Health Sciences > Vice President of Learning.

Records of complaints are kept in a separate file, maintained in locked cabinets and/or in a secure electronic file. The program may not retaliate against the student as a result of filing a complaint.

Policy for Student Impairment

Although San Juan College enforces a policy regarding substance use on campus (outlined in the SJC Student Handbook), the special needs of the Occupational Therapy Assistant Program require additional procedures for dealing with suspected impairment of students (see Appendix B).

The OTA program, due to the nature of the course of study in the classroom, laboratories, and clinical sites, must ensure that students are not under the negative influence of any substance (regardless of whether the use of the substance is legal or illegal). Substances having the potential to impair or that actually do impair judgment could have a harmful effect on patient care, classroom learning, and laboratory practice. Impairment or possible impairment due to the legal or illegal use of substances, resulting in a lack of student judgment, may place the safety of students, patients, faculty, and the general public at an unacceptable risk. The intent of this policy is not only to protect patient safety but to promote a healthy learning environment and learning behaviors free of unwarranted disruptions and barriers to the learning process.

Some, but not all, of the basic assumptions with regard to this policy are as follows:

- Substance use or abuse has the potential to compromise student learning and patient safety
- Substance abusers often need help identifying their problem
- Addiction is a treatable illness
- Students with substance abuse problems should have an opportunity for treatment and re-entry into their program of study in a controlled environment

GENERAL INFORMATION

Confidentiality

The Family Educational Rights and Privacy Act (FERPA) affords all students certain rights with respect to their educational records. The college and program abide by this law and will not disclose any information about the student or his/her academic performance to any other person unless the student gives written permission. Further information about this policy can be found in the San Juan College Student Handbook.

The OTA student is also expected to follow confidentiality (HIPAA) in providing patient care at any healthcare facility assigned by the Fieldwork Educator as part of a designated course of study. The student may not access, use, disclose, or reproduce any confidential patient information other than for the strict purposes outlined in the student's fieldwork duties and at the discretion of the Fieldwork Educator. All identifying information must be blacked out if copies are allowed. The student agrees to this policy by signing the Confidentiality Agreement located in Appendix D.

Notification of Change of Personal Information

A. It is the responsibility of the student to notify the Office of Registration and Records and the OTA program of any changes in personal information during the length of the program. This includes e-mail and physical addresses, telephone and cellular phone numbers, marital status, etc. This can be done by emailing OTA@sanjuancollege.edu. This should be done as soon as possible after a change is made.

B. OTA department personnel cannot accept responsibility for information that you do not receive due to outdated personal information.

C. This information is kept confidential and is not given to another party without consent (verbal or written) from the student.

Electronic Devices in the Classroom

The student is expected to show respect for others when using electronic devices. Cell phone use for purposes other than informatics is limited to break times only. Students are required to silence and store out of sight all electronic communication devices such as cellular phones, laptops, etc., when in classrooms, laboratories, libraries, clinics, or other areas where such devices would interfere with instruction and learning. Students are required to become familiar with and adhere to the cell phone usage policies established by the fieldwork facilities.

Academic Courses

A syllabus will be available to the student within the Learning Management System for each occupational therapy assistant course on the first day of class. The evaluation and grading criteria will be identified within each course guide.

Graduation

To be awarded a degree or certificate, students should request preparation of a degree plan and file an Application for Graduation Form. There is no graduation fee. Students will purchase their cap and gown. Specific San Juan College requirements are detailed at:

<https://catalog.sanjuancollege.edu/content.php?catoid=6&navoid=264&chl=graduation&returnto=search#Graduation>

Students are responsible for verifying that any applicable general education or prerequisite transfer credits, course substitutions, and challenges have been evaluated and credit awarded. The OTA program director monitors and confirms that the student meets all OTA academic and fieldwork requirements. Students must complete all graduation and Level II fieldwork requirements within 18 months of completing the academic phase of the program.

Human Touch and Draping Policy

Students in the OTA program are entering a profession that requires touch and manipulation of the musculoskeletal system and use of physical agent modalities. Throughout the education and training in the OTA program, students will be required to apply occupational therapy procedures and techniques on each other and instructors during lab classes. San Juan College faculty may also apply these procedures and techniques. All laboratory procedures and techniques are intended for educational purposes and shall be applied in a respectful and dignified manner. If the student has a condition, cultural differences, or a problem with physical contact involved with any procedure or technique, it is the student's responsibility to discuss this with the course instructor and Accessibility Services as applicable.

If at any time during an OT technique, if you experience pain or discomfort, inform the primary instructor immediately.

During "mock treatments," draping will be used to expose selected body parts or areas. It is your responsibility to report any unprofessional draping received or observed to the instructor.

Lab Attire

In order to practice palpation skills, apply physical agents, or perform exercises, students need to wear clothing to expose the limbs appropriately. Loose shorts, sweat pants, and tank tops or swimsuit tops may be kept in the student's OTA locker. In addition, closed-toe shoes appropriate for the lab activities must be worn.

Class Presentation and Lab Practical Examination Dress Code and Grading

Clothing Policy: On the day of presentations, business casual attire is required. This attire can consist of pants/slacks, collared shirts, and blouses. On the day of lab practical examinations, either business casual attire or scrubs is acceptable. Jeans, jeggings, shorts, leggings, and t-shirts are not considered appropriate. Clothes must be worn in a way such that genitals, buttocks, breasts, cleavage, and nipples are fully covered with opaque fabric. Undergarments should not be visible. Close-toe shoes and hose/socks are to be worn, tennis shoes are acceptable. Open-toe or open-backed shoes are not to be worn. Class instructors may provide specific dress requirements for various class activities and experiences. Requirements outlined by the instructor must be followed.

In preparation for your future employment as a healthcare professional, it is important to adhere to the Class Presentation/Activity and Lab Practical Examination Dress Code. Any student who does not follow the policy will have 10% deducted from the final grade for that presentation or lab practical. (For example, if you received an 82% on a practical, your grade would be lowered to a 72%). This policy may also apply to assignments and/or activities in which the instructor provided dress code expectations.

Other Information: Artificial or long nails and inappropriate clothing for labs and lab practical are discouraged because they may impact patient care. As you are working closely with individuals, be cognizant of personal hygiene, including body odor and mouth odor. Piercings/tattoos may need to be covered or removed as advised by staff to prepare for fieldwork requirements.

In-Class Eating and Drinking

Eating and drinking are allowed during class time unless otherwise instructed by faculty for safety reasons. Students are responsible for cleaning the classroom on a daily basis per the clean-up list.

Child Care

Students are to make arrangements prior to class, lab, and fieldwork for the care of their children. Children are not allowed in fieldwork settings.

Photography/Videotaping

San Juan College sometimes uses photographs and videotapes of students for publication, educational purposes, and/or advertisements promoting San Juan College. If students agree to be photographed or videotaped, they must sign the college's personal release form provided by the OTA faculty.

Inclement Weather

SJC SunsAlert is San Juan College's Emergency Notification System; the SJC website, and local radio or television stations are sources for announcements during inclement weather. If there is a 2-hour delay, the campus will open at 10 am. If the SJC campus is closed or if there is a delay, classes may still be held virtually. Instructors will notify students of the requirements for class attendance in those situations either via text/or email through Canvas. It is the student's responsibility to look for communication from the instructor. Failure to read communications from the instructor may result in an absence as well as missed points for assignments not completed.

OTA Student Records

Official SJC student records are located at the Office of Registration and Records. Student OTA records will be kept electronically on a safe and secure system. Documents which may be included in the occupational therapy assistant students' records are:

1. Admission data
2. Fieldwork Evaluation Tools
3. Immunization, health insurance, and CPR documentation
4. Specific information regarding the individual student
5. Continuation agreements and academic counseling forms

Provisions are made for the protection of records against loss/destruction and/or invasion of privacy. Records are kept for five years in the Occupational Therapy Assistant Department.

FIELDWORK EDUCATOR LETTER OF INTRODUCTION

Thank you for providing fieldwork education to our Occupational Therapy Assistant students from San Juan College. We strive to maintain a strong partnership with clinical coordinators and Fieldwork Educators (FE). Your clinical expertise and mentoring are an essential component of OTA education. Our students rely on your dedication to successfully transition their knowledge, skills, and attitudes from the academic setting to the clinical setting. With your help, we are able to consistently graduate knowledgeable, competent clinicians.

The purpose of this section of the handbook is to provide the OTA Student, the Fieldwork Educator, and clinic staff with information and resources needed to prepare for a successful and quality fieldwork experience for all.

The Occupational Therapy Assistant Program focuses on developing competent clinicians by providing students with the knowledge and skills during lecture and laboratory courses in order to synthesize the content during fieldwork experiences. All Fieldwork experiences are carried out under the direct supervision of a therapist or other supervisor at the site with regular contact from SJC OTA faculty. Traditional practice settings are hospitals, skilled nursing facilities, school districts, inpatient rehab centers, outpatient clinics, home health, or mental health facilities. A role-emerging setting does not currently employ an occupational therapist, but could benefit from this service, and seeks to increase knowledge of the profession (Accreditation Council for Occupational Therapy Education, 2018). The program provides two levels of fieldwork: Level I is introductory, and Level II is in-depth and integrative.

Level I Fieldwork offers students the opportunity to be in community-based settings to observe, participate, and report on clients and day-to-day facility operations. Level I-Fieldwork 1A is structured as one day a week (during the second semester, January through April/May). The focus of Fieldwork Level 1A is on psychological and social factors in role-emerging practice or community settings with a variety of age groups. Students will interact with clients, practice observation and documentation skills, begin developing professional behaviors, identify developmental stages, and identify the occupation of the clients and how the environment affects their ability to function in the environment. Level I-Fieldwork 1B is structured as two one-week-long experiences (during the third semester). Fieldwork Level 1B provides the student with opportunities to experience full-time hours and continuity of patient care over five days in traditional OT settings. Students practice intervention and evaluation methods specific to diseases and disabilities, and refine observation, documentation, and professional skills. Increased emphasis is on application, generalization of newly-learned skills, and synthesis in preparation for Fieldwork Level II.

The Level II Fieldwork, Fieldwork IIA, and IIB experiences are capstone courses that provide the student with entry-level occupational therapy assistant skills prior to graduation, certification, and entering practice. The student is in a fieldwork setting full-time, mirroring the schedule of the Fieldwork Educator, in two eight-week sessions, for a minimum of 280 hours each. The goal is to transition from student to entry-level, generalist occupational therapy assistant. Level II fieldwork includes in-depth experiences in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. The student is exposed to a variety of clients across the life span and to a variety of settings.

All of San Juan College Health Sciences students are required to complete immunizations, a criminal background check, and CPR for the Healthcare Provider. Each of the students has also completed the required training in HIPAA and OSHA. Essential physical and mental abilities are reviewed with students prior to and at the time of acceptance into the program.

Please let us know if we can assist you in any way.
Sincerely,

Kelly Kelley, OTD, OTR/L
OTA Program Director
505.566.3848
kellyk@sanjuancollege.edu

Stacy Wolfe, MHS, OTR/L
Academic Fieldwork Coordinator
505.566.3527
wolfes@sanjuancollege.edu

SPECIFIC EXPLANATIONS OF SAN JUAN COLLEGE OTA FIELDWORK EXPERIENCES

One-day-a-week Level One Fieldwork, Fieldwork 1A requirements include the following:

BE THERE: punctual and ready to work, actively participate as directed

BE AWARE: observe thoroughly, report accurately

BE FAIR: communicate openly, fairly accept correction

(Students are not allowed to conduct transfers)

- Late January through early May: 4 total weeks on campus, 10 total weeks in a fieldwork setting;
- Fieldwork will be completed at various community settings, examples include: the SJC Child & Family Development Center, or other childcare centers, behavioral health type settings, senior centers, or other community/emerging practice settings. It may include simulation, virtual experiences, or videos of various treatment settings with student reflection or assignments, to develop observation skills, emerging clinical reasoning, documentation, and psychosocial skills.
- Students may participate in hands-on tasks such as gathering or cleaning equipment; monitoring of stationary clients; demonstrating exercises; assisting/participating with individual clients or established groups, within the capabilities of the individual student, and as sanctioned by the supervisor.
- The students apply knowledge, skills, and attitudes from all previous and current courses throughout this experience. The course integrates classroom theory and practice in preparation for the third semester of analyzing and evaluating information in the Elders and Mental Health and OT Intervention courses.

One-day-a-week Level One Fieldwork, Fieldwork 1A, objectives include:

1. Demonstrate positive work behaviors.

- 1.a. Demonstrate understanding of the role of an occupational therapy assistant by conforming to procedures, regulations, laws, and interactions associated with the assigned setting.
- 1.b. Demonstrate professional, legal, and ethical behavior associated with the role of an occupational therapy assistant.
- 1.c. Demonstrate professional behavior, including reporting to a facility in a timely manner and adhering to the facility's routine/schedule.
- 1.d. Assist in the storage and retrieval of supplies and equipment.

2. Demonstrate critical thinking skills by accurately reporting observations and safe clinic practices.

- 2.a. Succinctly summarizes in verbal or written formats observations concerning clients, environment, and interactions, with awareness of psychosocial and/or socio-cultural aspects.
- 2.b. Demonstrate written or verbal communication skills using acceptable medical and Occupational Therapy Practice Framework terminology.
- 2.c. Adhere to and demonstrate awareness of safety issues and precautions.
- 2.d. As directed, demonstrate safe use of specialized materials, tools, and equipment at the site.

3. Demonstrate effective communication skills.

- 3.a. Display interpersonal, inter-professional, and teamwork skills conducive to the assigned setting.
- 3.b. Practice skills of therapeutic use of self in the workplace.
- 3.c. Collaborate with consumers, clinic staff, and fieldwork educators.

4. Demonstrate understanding of psychological and social factors influencing engagement in occupation.

- 4.a. Explain the relevance of an OT/OTA's attitude or understanding of the client's cultural background and their sociocultural context.
- 4.b. Identify psychological and social components that impact the health and wellness and occupational functioning in individuals.

One-week-long Level One Fieldwork, Fieldwork 1B requirements include the following:

Students are to:

- Assess, grade, and adapt client tasks, activities, and client performance
- Practice transfers under direct supervision
- Assist with client treatment and discuss clinical reasoning
- This is the second fieldwork experience for the OTA students. Students take on a more active learning experience. They will attend two different venues (pediatric, nursing home, acute and/or rehabilitation hospital, school district, mental health, outpatient clinic, or home health setting).
- During this semester, students are learning in the classroom and lab sessions advanced treatment techniques for the most common physical dysfunction and pediatric health diagnoses. This includes advanced intervention for stroke rehabilitation, physical agent modalities, and basic static splinting. Management, reimbursement, and professional responsibilities are also taught during this semester.
- This is a fourth-semester, advanced content course, with increased responsibility for direct care by assisting in a therapy setting to implement a prescribed intervention plan. Students apply their knowledge and improve therapeutic skills by integrating previously learned information and practice concepts. Assignments focus on intervention planning and implementation, data gathering techniques, documentation, and professional behaviors. Under the direct supervision of the fieldwork educator, the student analyzes and evaluates concepts learned in all previous and concurrent courses.

One-week-long Level One Fieldwork, Fieldwork 1B objectives include:

1. Demonstrate positive work behaviors.

- 1.a. Demonstrate understanding of the role of an occupational therapy assistant by conforming to procedures, regulations, laws, and interactions associated with the assigned setting.
- 1.b. Demonstrate professional, legal, and ethical behavior associated with the role of an occupational therapy assistant.
- 1.c. Demonstrates professional behavior, including reporting to the facility in a timely manner and adhering to the facility's routine/schedule.
- 1.d. Assists in the storage and retrieval of supplies and equipment.

2. Demonstrate critical thinking skills in safe clinic practices and by accurately reporting observations.

- 2.a. Demonstrate safe use of specialized materials, tools, and equipment.
- 2.b. Demonstrate safe transfers and other procedures under direct supervision.
- 2.c. Assess, grade, and adapt client tasks, activities, or equipment for improved client performance.
- 2.d. Conducts a group or individual activity as assigned.
- 2.e. Locates a peer-reviewed journal article that is relevant to the population or interventions used in the fieldwork site.

3. Demonstrate effective communication skills.

- 3.a. Display interpersonal, inter-professional, and teamwork skills conducive to the assigned setting.
- 3.b. Demonstrate written and verbal communication skills using the acceptable Occupational Therapy Practice Framework and medical terminology.
- 3.c. In a written case study, gather and share data for the purpose of screening and evaluation, including, but not limited to, specified screening tools; assessments; skilled observations; checklists; histories; consultations with other professionals; and interviews with the client, family, and significant others.
- 3.d. Interacts with and reports on the client based on the client's identified psychosocial and cultural factors, needs, and background.
- 3.e. Demonstrates good communication skills by asking questions pertinent to client needs and/or the facility activities.

- 3.f. Clearly communicates the role of an occupational therapy assistant.
- 3.g. In a written case study, gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation. Evaluation of occupational performance includes
- The occupational profile including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
 - Client factors, including body functions (e.g., neuromuscular, sensory, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, integumentary systems).
 - Performance patterns (e.g., habits, routines, roles) and behavior patterns.
 - Cultural, physical, social, personal, spiritual, temporal, and virtual contexts and activity demands that affect performance.
 - Performance skills, including motor (e.g., posture, mobility, coordination, strength, energy), process (e.g., energy, knowledge, temporal organization, organizing space and objects, adaptation), and communication and interaction skills (e.g., physicality, information exchange, relations).

Full-time, 8 weeks long Level II Fieldwork, Fieldwork IIA and IIB requirements include the following:

Students are to:

- Attain entry-level competencies as an occupational therapy assistant
- Using the San Juan College Occupational Therapy Assistant Program Fieldwork Evaluation of Student Performance, students will be evaluated by their fieldwork educator at midterm and at final evaluation. At the final evaluation, students will pass only if the fieldwork educator has marked the *"I feel this student is demonstrating skill proficiency expected as an entry-level clinician"* box.

Level II fieldwork experiences are capstone courses that provide the student with entry-level occupational therapy assistant skills prior to graduation, certification, and entering practice. The student is in a full-time fieldwork setting, mirroring the schedule of the Fieldwork Educator for two eight-week sessions, for a minimum of 280 hours each. The goal is to demonstrate competencies as entry-level, generalist occupational therapy assistants. Level II fieldwork includes in-depth experiences in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. The student is exposed to a variety of clients across the life span and to a variety of settings.

Based on the San Juan College Occupational Therapy Assistant Program Fieldwork Evaluation of Student Performance form, the areas the student is evaluated on are:

- Professional Behaviors
- Professional Ethics and Safety
- OT Process
- Reasoning Skills

The Level II Fieldwork experience is the culmination of all previously learned material in academic courses and Level I fieldwork. Students directly apply OT knowledge, skills, and attitudes to help individuals reach a balance between work, play, and leisure and assist them to reach their highest level of independent function. Observation, mentoring, and hands-on application are the methods used to master the fieldwork objectives. In making intervention decisions for clients, students will use Bloom's cognitive skills of analyzing, evaluating, and creating.

Full-time, 8-week long Level II Fieldwork, Fieldwork IIA and IIB objectives include:

1. Demonstrate fundamentals of occupational therapy practice by maintaining an ethical and safe clinical environment.

1. a. Follow all policies and procedures of the fieldwork site and as stipulated by AOTA and the San Juan College Occupational Therapy Assistant program.
1. b. Attend to the safety needs of the client, self, and team members.
1. c. Demonstrate safe use of equipment and intervention techniques.
1. d. Respect the clients' rights to confidentiality, privacy, and choice.

2. Demonstrate understanding of the occupational therapy philosophy, the roles of occupational therapy personnel, and make evidence-based decisions.

2. a. Appropriately orient client and client's family members to the nature and purpose of the occupational therapy process with sensitivity for their socio-cultural background and psychosocial factors influencing engagement in occupation.
2. b. Demonstrate appropriate role behavior as an OTA in a group and one-to-one situations with clients.
2. c. Demonstrate appropriate role behavior as a supervisee.
2. d. Demonstrate appropriate role behavior as a supervisor (if appropriate to the facility).

3. Demonstrate ability to gather data, administer selected assessment tools, assist with interpretation of the information, and collaborate with the Occupational Therapist to establish client-centered, occupation-based goals.

3. a. Consider each client's needs and socio-cultural background when initiating and establishing a relationship.
3. b. Select information relevant to the needs of the client from data sources (including the medical history, psychosocial history, nursing or other assessments, the social services interview, or family/caregiver reports).
3. c. Obtain pertinent data from client and family/caregiver interviews and observations.
3. d. Correctly administer assigned evaluation procedures and selected assessments to obtain information relevant to client performance with the use of occupation for the purpose of assessment.
3. e. Prepare appropriate therapy goals in collaboration with the Occupational Therapist.
3. f. Provide data gathering information to the Occupational Therapist for evaluation summaries.
3. g. Contribute information for the Occupational Therapist to complete discharge summaries.

4. In collaboration with the occupational therapy practitioner, the student will design, implement, and modify occupation-based therapeutic interventions using therapeutic interactions to meet the treatment goals of clients.

4. a. Select, implement, and modify treatment/intervention plans that address the person, occupation, and environmental issues presented by the client, in collaboration with the Occupational Therapist.
4. b. Utilize treatment/intervention approaches that demonstrate in-depth knowledge of the various frames of reference in Occupational Therapy practice.
4. c. Prepare, structure, and/or adapt the patient and environment for treatment.
4. d. Instruct and supervise patients in selected activities.
4. e. Establish therapeutic and professional relationships to achieve client goals.
4. f. Provide input to the Occupational Therapist on the termination of therapy.
4. g. Attend, in a therapeutic manner, to difficult client behaviors to develop client-centered, meaningful, occupation-based outcomes.

5. Demonstrate professionalism through verbal and written communications with peers, staff, clients, and family members.

5. a. Submit correct and complete documentation in a timely manner according to the policies and procedures of the fieldwork site.
- 5.b. Present clear and concise information on the client's occupational therapy progress in rounds and conferences, and to family/caregivers.

6. Demonstrate professional work behaviors, including responding to feedback, time management, interpersonal skills, and respect for cultural diversity.

6. a. Take initiative when exploring new learning opportunities.
6. b. Assess the impact of one's behavior on self and others and modify behavior.
6. c. Demonstrate the ability to accept constructive criticism and modify behavior.
6. d. Utilize the resources available to them when planning and performing assigned duties. These resources include, but are not limited to, other personnel at the fieldwork site, reference material, and experts outside of those available at the fieldwork site.
6. e. Budget time for preparation, maintaining equipment, supplies, and the treatment area while carrying out the assigned treatment program.
6. f. Prepare and maintain patient schedules and attendance records.
6. g. Prepare, gather, clean, and return treatment materials to maintain the clinic environment.
6. h. Obtain authorizing signatures.
6. i. Prepare requisitions as directed based on an inventory of supplies and equipment.
6. j. Handle personal and/or professional problems so that they do not interfere with the performance of duties.

Fieldwork Disability Accommodation

If you need accommodations during fieldwork rotations, you must notify Accessibility Services and the OTA Fieldwork Coordinator so that the program can assist you.

Fieldwork Educator

Fieldwork education is a significant part of the total curriculum. The Fieldwork Educator may be a licensed occupational therapist or occupational therapy assistant (under the supervision of an OT), with a minimum of one year of experience. In community or non-traditional settings, Fieldwork Educators will have qualifications pertinent to their discipline (for example, teachers at the SJC Child Family Development Center).

It is important to note that Fieldwork Educators receive no compensation for involvement in professional education. They are generously contributing their time and expertise to a vital part of the professional education process and should be respected and acknowledged for this.

Fieldwork Educators are indispensable to the entire education process. The roles and responsibilities of the Fieldwork Educator involve, but are not limited to, the following:

- Supervising, instructing, and evaluating the student at the fieldwork training site.
- Planning an effective learning environment for the student. The environment should involve the development of the problem-solving process and all entry-level competencies in key areas of fieldwork practice.
- The amount of student supervision (direct or less direct) should be determined based on the setting, the ability of student, and the severity of the client's condition.
- Teaching the student how to manage time and, most importantly, the "ins and outs" of acceptable professional behavior.
- Controlling the student's learning environment, while she/he is assessing your behavior in the acceptance, performance, and completion of a variety of professional tasks.
- Assessing your decision-making development and attitudes underlying your behavior.

Qualifications of a Fieldwork Educator

- Have at least one year of fieldwork experience and at least six months with the current population as a licensed occupational therapist or occupational therapy assistant
- Have a desire to share your knowledge of Occupational Therapy
- Have a desire to work with students
- Adhere to legal and ethical practice standards

Guidelines for Supervising a Fieldwork Student

1. Familiarize yourself with the SJC OTA STUDENT HANDBOOK and the information packet sent to you by the Academic Fieldwork Coordinator at the college for the skills, objectives, and evaluation criteria.
2. Provide an orientation to your facility.
 - Treat the student as you would a new employee and let them know what to expect on day one. Let them know what you expect from them, what they can expect from you, times to meet, go to lunch, and how long they are expected to stay at your clinic each day.
 - Provide the student with a copy of the facility's policy and procedure for review
 - Introduce the student to facility personnel and provide a tour of the facility
3. Meet with the student within the first day to go over the SJC Fieldwork objectives and any site-specific objectives. Set goals and discuss any specific student concerns at this time.
4. Plan a variety of learning experiences for the student. Select patients who can help meet the goals previously set. Guide and modify the student's learning experiences based on the student's performance. Update the goals as the student meets them, and schedule other patients who may help them address the new goals. Note areas that need improvement early.
5. Provide formal and informal feedback to the student. Guide the student in evaluating and reflecting on his or her own fieldwork experience.
6. Allow the student to review all completed patient evaluations and charts before treatment. Follow up by asking them questions concerning the proposed treatment plan and goals, indications, contraindications, and precautions in regards to the upcoming patient treatment.
7. The students should be allowed to work with the patients. Once the Fieldwork Educator feels that the student can safely work with patients, they should be allowed to do so. If the Fieldwork Educator feels that the student cannot safely treat patients, first contact the Academic Fieldwork Coordinator, Ms. Stacy Wolfe, at 505.566.3527, for further direction.
8. Please remember that students are not employees and should be supervised as such. Some will require more supervision and feedback than others will, but all should receive encouragement as well as guidance for improvement.
9. The student and the Fieldwork Educator should meet regularly. Choose a time of day that works best for you to have one-on-one time. Ensure the student has access to you for questions that may arise. The mid-term & final evaluation forms will be provided to you via email at the beginning of the rotation. You will receive an email notification approximately one week before the mid-term and final weeks to remind you to complete the forms and discuss them with the student. The mid-term and final evaluation forms will be emailed back to the AFWC after review with the student.
10. If any student-related problem arises that cannot be easily resolved, please contact the Academic Fieldwork Coordinator, Stacy Wolfe, at 505.566.3527 for assistance.

Faculty Visits

The SJC OTA faculty contacts the student and/or the Fieldwork Educator regularly. These phone calls, e-mails, or (virtual) visits provide the opportunity for communication among the student, the SJC OTA instructors, and the fieldwork staff. In addition to discussing the progress of the student, the SJC instructors seek input on program strengths and weaknesses, as well as methods for improving the fieldwork practicum.

Students and Fieldwork Educators are encouraged to call or e-mail the San Juan College Academic Fieldwork Coordinator and/or Program Director with any positive learning experiences or concerns during the practicum.

Fieldwork Attendance

Work hours during each affiliation will mirror the schedule of your Fieldwork Educator. Varied clinic schedules should be followed (example: four 10-hour work days). Fieldwork 1A and Fieldwork 1B are a minimum of 7-hour work days for a minimum of 70 fieldwork hours. Fieldwork IIA and Fieldwork IIB are up to five days a week, full-time in a clinic, each for a minimum of eight weeks, AND a minimum of 280 total hours. For Fieldwork Level IIA and IIB, students are required to follow the work schedule of the fieldwork educator, even if it exceeds 40 hours per week or occurs on weekends.

The student is required to “clock in and out” on the time sheet provided. Both the student and the Fieldwork Educator must sign the timesheet form. This form is to be presented to the SJC faculty during site visits and turned in at the conclusion of the semester.

If the student must miss a day in the clinic, the student **must contact both** the Fieldwork Educator (FE) and Academic Fieldwork Coordinator (AFWC) and give a bona fide reason for missing clinic. Failure to notify both the fieldwork facility and the SJC faculty of an absence could result in failure of that fieldwork rotation. Additionally, absences from fieldwork will affect the student’s final fieldwork grade. If a student’s FE is not able to be at the site, the FE and/or the site manager will determine if the student is able to report to the site, with communication provided to the AFWC. In some cases, it may be appropriate for the student to be supervised by another clinician. If the student misses hours in this circumstance, they will not be penalized for the absence, but may need to make up the hours.

As each student is at fieldwork sites that may not be near San Juan College, each student is responsible for following the facilities' inclement weather policies. SJC closure or delay does not indicate that the student does not report to their clinical site. Use your own judgment regarding your safety to travel to fieldwork sites during inclement weather. If a student is absent or tardy to fieldwork, the fieldwork educator AND the AFWC must be notified. Missed hours may need to be made up.

Since tardiness is a form of absenteeism, the Fieldwork Educator may establish a policy regarding tardiness. The student is required to make up all fieldwork time missed, including absences and tardiness, regardless of the total hours achieved at the end of the rotation. It is the student’s responsibility to communicate any changes in schedules with the AFWC.

Fieldwork is preparation for the work environment; attendance is expected. If there is inclement weather and the SJC campus is closed, fieldwork students must determine if they can safely get to the facility. Fieldwork students who will be late or absent **must contact both** the Fieldwork Educator (FE) and the Academic Fieldwork Coordinator (AFWC) and must make up any time lost. Any lost time for any reason >8 hours accumulated **MUST** be made up, regardless of the total hours accumulated. This would cover tardiness or having to take a few days for something, but it does give a one-day grace period.

Fieldwork Dress Code

During the fieldwork assignments, it is suggested that students dress in the fashion of the occupational therapy practitioners working in that clinic. Students are responsible for contacting their fieldwork educator prior to starting their fieldwork experience to verify and follow dress code requirements.

- A. The student will wear a San Juan College or facility-provided picture name I.D. tag with his/her full name visible at all times while at the clinic.
- B. Students must follow facility requirements regarding body or facial piercings or tattoos, artificial fingernails, and jewelry.

- C. Hair and beards will be clean and neatly trimmed.
- D. Students will utilize good hygiene by keeping their hands clean at all times. Students must take the responsibility of preventing the spread of infectious disease to him/herself and others via universal precautions.

Other Fieldwork Considerations

If a student refuses a placement, the following outlines the process a student must follow to request a change from a confirmed fieldwork site. The process can take up to 8 weeks from beginning to end. Generally, only requests that involve a significant geographic relocation for reasons beyond the student's control (military service, sick relative requiring care, spouse being relocated, health issues, etc.) are granted, and they are granted with the understanding that a request to change a confirmed site can result in delaying graduation.

1. Request in writing a change of fieldwork site
2. A panel of faculty will review the student's written request and make a decision about the request

Fieldwork Evaluation and Progression

Fieldwork rotation requirements must be satisfactorily completed as outlined in the syllabus based on either the SJC form for Level I or the San Juan College Occupational Therapy Assistant Program Fieldwork Evaluation of Student Performance form for Level II.

Students who demonstrate poor performance on any critical element on a fieldwork evaluation tool for Level 1 or Level II FW or who require fieldwork remediation may:

Be counseled and receive a written evaluation of the behavior that requires corrective measures in consultation with the fieldwork educator, SJC OTA faculty, and/or the Academic Fieldwork Coordinator.

In rare instances, additional or extended fieldwork experience may be recommended to ensure that the student is at the overall competence level. Overall determination will be based on the fieldwork evaluation tool, in consultation with the Fieldwork Educator, SJC OTA faculty, the Academic Fieldwork Coordinator, and the Program Director.

Students must complete all graduation and Level II fieldwork requirements within 18 months of completing the academic phase of the program. In addition, students must complete their Level II Fieldwork in a maximum of three different settings.

Academic Assignments During Fieldwork

A syllabus, course guide, fieldwork assignments, and necessary documents are available to the student from Canvas for each occupational therapy assistant course, including fieldwork. The evaluation and grading criteria are identified within each course guide. Students are expected to complete and turn in all fieldwork assignments on time. Late work policies are clearly stated in the fieldwork course materials.

Grade Compilation

In order to pass a fieldwork course, the student must meet the following criteria:

1. Submit all evaluation reports to the SJC OTA program; grades will be withheld until all evaluation forms are received.
2. Obtain a 70% or higher on the San Juan College OTAP 152 & OTAP 232 Facility Evaluation of Student form.
3. For OTAP 272 and OTAP 274, at the final evaluation, students will pass only if the fieldwork educator has marked the "*I feel this student is demonstrating skill proficiency expected as an entry-level clinician*" box.
4. Additionally, for each fieldwork course, written assignments are then used to determine an overall class grade. These assignments must total 70% or above to pass the course. The assignments for each fieldwork are delineated in the course guides and course schedule.

5. Significant absenteeism or failure to notify BOTH the fieldwork educator and the Academic Fieldwork Coordinator will affect the student's final grade and may put the student in jeopardy of failing the fieldwork rotation.

Work Policy at Fieldwork Sites

Students do not receive any monetary compensation either as a stipend or as a salary during fieldwork rotations. In order to safeguard the health and safety of patients, students, and faculty associated with the educational activities of the students, fieldwork staff members are responsible for the daily workload and supervision of students during fieldwork rotations. At no time should a student be substituted for fieldwork staff members.

There should be no exploitation of students in the OTA program at the fieldwork practicum sites. Adequate numbers of technical staff are available at all facilities for the performance of service work and the supervision of students assigned to the facility.

Conflicts of Interest for Student Fieldwork Assignments

- A student will not be placed at a fieldwork site where a family member may be in a supervisory capacity over the student or the student's supervisor.
- A student will not be assigned to a site where one has already accepted a job or is negotiating employment.
- Students are not permitted to do fieldwork rotations at facilities/departments where they have previously been employed or extensively volunteered within the past five years.
- Current and previous supervisors are not allowed to be fieldwork educators for any fieldwork rotation.

Assignment of Students to Fieldwork Rotations

A primary objective of fieldwork assignments is to ensure that each student is exposed to a variety of fieldwork settings/environments during the program. For consistency with the curriculum design, Level II Fieldwork settings include traditional settings such as: acute hospital settings, private clinics, public school systems, skilled nursing facilities, outpatient facilities, home health care agencies, and rehabilitation hospitals. If a facility has multiple OT settings with qualified OT practitioners, it may be possible to complete Level II fieldwork at one facility; students will most often complete Level II fieldwork in two different settings, with a maximum of three different settings. The experiences are designed to provide the student with directed learning in an assortment of professional and fieldwork settings. The fieldwork experience is crucial in providing the student a learning environment that provides exposure to a mixture of "real-life" patient problems that cannot be experienced or duplicated in the college classroom or laboratory.

The AFWC is the only one who is to contact the site concerning a contract or scheduling a student affiliation.

Students have access to current local and non-local fieldwork sites. Other fieldwork sites can be arranged using the following criteria:

1. The potential site has the capacity and personnel/experience to accept a student.
2. Sufficient time is allowed to obtain a contract (usually six months).
3. The AFWC and Program Director approve of the placement.
4. A student may complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.

The Academic Fieldwork Coordinator will have students submit a rank-ordered list of the top three practice areas in which they want to gain experience, and then rank order geographical locations. Students must understand that this is not a guarantee that they will be placed in these settings. Students may not change their

fieldwork assignments on their own or trade with another student. Special situations may be brought to the attention of the Academic Fieldwork Coordinator.

Ratio of Students to Fieldwork Educators

The SJC OTA Program ensures the ratio of fieldwork educators to students is adequate to provide a quality learning experience. The ratio of one fieldwork educator to one student will be utilized most frequently to ensure proper supervision and frequent student assessment.

Part-time Level Two Fieldwork Schedule

Level II Fieldwork (Fieldwork IIA or IIB only), with medical or academic accommodation documentation, may be completed on a part-time basis as long as it is at least 50% of a full-time equivalent at that site. Documentation must be presented to the Academic Fieldwork Coordinator before such arrangements are made with the fieldwork site, as these arrangements must also be in accordance with the fieldwork placement's usual and customary personnel policies. The student must still complete the equivalent of 8 weeks of fieldwork and 280 clock hours. Example: 50% time = 16 weeks at a clinic site. This may delay the student's date of graduation.

Unsafe Clinical Behaviors

Unsafe clinical behaviors are demonstrated when the student:

1. Violates or threatens the PHYSICAL safety of the patient or staff; i.e., neglects use of side rails, restraints, or comes unprepared to clinical.
2. Violates or threatens the PSYCHOLOGICAL safety of the patient or staff; i.e., uses non-therapeutic techniques repeatedly in interactions; derogates individual beliefs or values.
3. Violates or threatens the MICROBIOLOGICAL safety of the patient/self or staff; i.e., unrecognized violation of aseptic technique; comes sick to clinical; refuses to use Universal Precautions.
4. Violates or threatens the THERMAL safety of the patient or staff; i.e., burns the patient with hot packs, heating lamps, etc.; fails to observe safety precautions during oxygen (O2) therapy.
5. Violates previously mastered delegated principles/learning objectives in carrying out OTA care skills and medical functions.
6. Assumes inappropriate independence in action or decisions; i.e., performs procedures not yet covered in class or clinical lab, or falls outside the scope of practice for the state in which they are attending the clinical affiliation. In addition, if the student does not seek emergency care in a situation that requires such a response, the student may be dismissed.
7. Failure to recognize own limitations/incompetence and/or legal responsibilities; i.e., refuses to admit errors noted by instructor/OTA staff; cannot identify own legal responsibility in specific OTA situations.
8. Fails to accept moral and legal responsibility for his/her own activities, thereby violating professional integrity; i.e., covers own/others' errors or fails to report them; shares confidential information inappropriately.

An act of UNSAFE behavior requires conscientious evaluation by the FE and the OTA faculty. Students who demonstrate unsafe behavior(s) in the clinical area may be asked to leave the clinical area and/or will receive an "Unsafe Practice" (UP) for that fieldwork day. This absence must be made up. The FE and the student must immediately contact the AFWC by phone to discuss this issue. This issue must be resolved before the student can continue with the rotation to the satisfaction of all parties. If the student is dismissed from the rotation, the student will receive a failing grade. Students wishing to appeal the outcome of an unsafe practice/failing grade should follow the Behavioral Appeal Process detailed on 36.

Complaints Concerning Fieldwork Sites

When students have complaints while on fieldwork, the same procedure will be followed. Students are encouraged to discuss the problem with the party most immediately involved. If the matter is not resolved, the process will follow in this order: Fieldwork Educator > Academic Fieldwork Coordinator > Program Director > Dean of Health Sciences > Vice President of Learning.

If an employer has a complaint, it can be expressed in the Employer Survey, which is done yearly. In addition, an employer can contact any of the faculty or administrators of the college. College faculty and administrators can easily be contacted by phone or e-mail found on the college website www.sanjuancollege.edu.

Decreasing Stress Levels During Fieldwork

Each student is different and reacts/responds to each Fieldwork experience in different ways. The student can easily go into “overwhelm”, especially during the five-day-a-week Fieldwork experience. Now the student is not only having to recall textbook knowledge and lab experiences but is trying to learn intervention techniques, facility rules and procedures, time management, scheduling, billing, and becoming proficient and efficient at documentation ALL AT ONCE. No matter how many times students have practiced transfers, vital signs, and other techniques with other students, many students become nervous when presented with an actual patient.

Presenting clear performance expectations initially and throughout the experience lays the foundation for a successful fieldwork experience for both you as Fieldwork Educator and your SJC OTA student. This includes the following:

1. Advise the student of your method of training/supervision, including how you will indicate when a procedure is being done incorrectly. (e.g., touch on the arm, or saying “you might want to try it this way”).
2. Create verbal and non-verbal cues so that a student can signal that assistance is needed and treatment will not be interrupted. (e.g., nodding).
3. A completed Personal Data Sheet serves as a format for the Fieldwork Educator to discuss a student’s knowledge base, previous experience, and comfort level in the facility’s practice area.
4. Discuss and demonstrate the facility’s behaviors, procedures, techniques, or interventions once, and have the student immediately demonstrate it for you. Some students may need to write down instructions, need another demonstration, or need to practice with others before meeting the service competency.
5. Be kind, NEVER correcting a student in front of a patient. This not only decreases rapport with the patient but also embarrasses the student and diminishes the Student-Fieldwork Educator relationship.
6. Provide the student with direct, specific, and constructive feedback throughout the fieldwork experience.
7. Model professional behavior for the student (separates personal versus professional issues with students and staff; addresses diversity issues; uses a sense of humor appropriately, etc.).

If, after taking the above measures, a student continues to exhibit signs of “overwhelm”, check the “Five Red Flags” list below.

Five Red Flags That a Student Might Be in Trouble

If any of the following circumstances occur specifically within the first two weeks or a circumstance becomes an issue at any other time during supervision of SJC students, contact the school. If, as the supervisor, you feel that the student has not followed several of the circumstances below or if any one circumstance is serious enough that you do not wish the student to continue, please contact us immediately: Kelly Kelley, OTD, OTR/L at 505-566-3848 or Stacy Wolfe, MHS, OTR/L at 505-566-3527.

1. Safety issues regarding contact with patients, safety in the clinic, or any other safety issue.
2. Giving specific instructions to the student several times to use certain forms or to do activities/ADLs a certain way, and the student has not complied.
3. Not following universal precautions, HIPAA, or OSHA repetitively.
4. Unprofessional behavior that is disruptive or that interferes with patient treatment and intervention (e.g., use of cell phone or texting during treatment hours, leaving a patient alone for any time during treatment, use of the computer during treatment time)
5. The student has not been on time 3 times or been late or absent without calling.

Fieldwork Educator's Professional Development Opportunities

The following are ways in which the Fieldwork Educator can further develop his/her skills in fieldwork instruction:

- Orient yourself to the contents of the SJC OTA Student Handbook, attend CEU courses offered by San Juan College OTA faculty, or complete the AOTA Fieldwork Educator's Certificate Workshop.

Sites of Interest for Fieldwork Educators

- San Juan College OTA Program: <https://www.sanjuancollege.edu/education-training/programs/occupational-therapy-assistant-aas/>
- The New Mexico Occupational Therapy Association: www.nmota.org
- AOTA's Fieldwork Education Resources: <https://www.aota.org/Education-Careers/Fieldwork.aspx>

CLINIC SAFETY AND HEALTH INFORMATION

Clinic Safety

The students of the San Juan College Occupational Therapist Assistant Program have been introduced to the basic incidents and emergencies that can occur in a hospital or fieldwork setting. These include but are not limited to the following: college policy and procedures regarding codes and fire safety, use of proper body mechanics, proper use and maintenance of equipment, following precautions or contraindications for various patient treatments, appropriate documentation, and infection control using standard and specific precautions.

Safety is of utmost importance to the students, faculty, college, and fieldwork sites. It is the student's responsibility to maintain a safe environment for patient/client treatment and to obtain and follow the facility's policy and procedures for reporting accidents or errors.

Refer to the "Safety and Health Information" earlier in the handbook.

Hospitalizations/Medical Situations

After a hospitalization or involvement in a medical situation, a student may be required to present a doctor's release for full physical activities before returning to classes or fieldwork.

Confidentiality/HIPAA/Laws

The Family Educational Rights and Privacy Act (FERPA) affords all students certain rights with respect to their educational records. The college and program abide by this law and will not disclose any information about the student or his/her academic performance to any other person unless the student gives written permission. Further information about this policy can be found in the San Juan College Student Handbook.

The OTA student is also expected to follow confidentiality (HIPAA) in providing patient care at any healthcare facility assigned by the Fieldwork Educator as part of a designated course of study. The student may not access, use, disclose, or reproduce any confidential patient information other than for the strict purposes outlined in the student's fieldwork duties and at the discretion of the Fieldwork Educator. All identifying information must be blacked out if copies are allowed. The student agrees to this policy by signing the Confidentiality Agreement located in Appendix F; the signed copy is located in the student's file in the OTA program director's office.

All students are instructed in the role of the OTA according to the New Mexico Practice Rules and Laws; appropriate guidelines for supervision of the OTA and OT aide in different fieldwork settings; and the American Occupational Therapy Association's Core Values and Code of Ethics.

Appendix A

SAN JUAN COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

STUDENT ACADEMIC COUNSELING FORM

Date of Counseling:

Student's Name/ ID#:

Course Section and Title:

Instructor:

Reason for Counseling:

Instructor's Comments (description of issues):

Action Plan (include deadlines):

Signing this form acknowledges counseling.

Student Signature/Date

Instructor Signature/Date

Program Director, Kelly Kelley/Date

Dean of Health Sciences/Date

APPENDIX B

STUDENT IMPAIRMENT

Policy and forms adopted from the San Juan College Department of Nursing, November 2013. Although San Juan College enforces a policy regarding substance use on campus, the special needs of the Occupational Therapy Assistant Program require additional procedures for dealing with suspected impairment of students. (Adopted, May 2002)

OTA programs, due to the nature of the course of study in the classroom, laboratories, and clinical sites, must ensure that students are not under the negative influence of any substance (regardless of whether the use of the substance is legal or illegal). Substances having the potential to impair or that actually do impair judgment could have a deleterious effect on patient care, classroom learning, and laboratory practice. Impairment or possible impairment due to the legal or illegal use of substances, resulting in faulty or a lack of student judgment, may place the safety of students, patients, faculty, and the general public at an unacceptable risk. The intent of this policy is not only to protect patient safety but to promote a healthy learning environment and learning behaviors free of unwarranted disruptions and barriers to the learning process. Some, but not all, of the basic assumptions with regard to this policy are as follows:

Substance use or abuse has the potential to compromise student learning and patient safety. Substance abusers often need help identifying their problem. Addiction is a treatable illness. Students with substance abuse problems should have an opportunity for treatment and re-entry into their program of study in a controlled environment.

In order to properly balance this important concern/need of this program with the students' rights, the following policy is adopted for handling incidents of suspected impairment of students in the Associate Degree OTA program.

I. Suspicion That A Student Is Under The Influence Of A Substance That Impairs Or Could Impair Judgement:

A. Classroom/Clinical Area

1. If a faculty or instructor in the clinical area has reasonable suspicions that a student is under the influence of a substance that is either impairing or has the potential to impair the student's judgment, the following steps should be followed.

The faculty or instructor in the clinical area will:

- Remove the student from the patient care setting without delay.
- Indicate to the student that he/she is being removed pursuant to the "Student Impairment" policy.
- Ask the student if he/she has an explanation for the behavior observed: the student is not required to provide an explanation.
- Document the student behavior on the "Suspicious Behavior Form" and notify the Dean of Students.

II. Process Following Initial Suspicion, Removal

A meeting involving the student and the Director of the program or the Dean will occur within three working days of the incident. Students may continue to attend class or laboratory activities.

- The faculty will arrange for the meeting time and date with the Director or Dean
- During the meeting, the student will have the opportunity to discuss the incident and share concerns
- Documentation of the content of the meeting shall be signed and dated by the Director or the Dean, and the student

APPENDIX C

SUSPICIOUS BEHAVIOR FORM

On _____ at _____ (Place)

_____ (Student) demonstrated the following behaviors:

Physiologic

- Slurred or rapid speech
- Trembling hands or motor impairment
- Altered pupil dilation/blood shot eyes
- Flushed face
- Odor of alcohol/marijuana

Behavioral

- Irritability and mood swings, inappropriate responses
- Isolation or avoidance of group work
- Fluctuating fieldwork and academic performance
- Change in dress or appearance
- Dishonesty/elaborate excuses for behavior
- Decreased alertness/falling asleep in class

Witnesses

The following witness(es) also observed the behavior(s) noted:

Action

The actions taken were (time & initial each):

_____ The student was removed from the patient care setting
_____ The student was removed from the classroom/lab setting
_____ Other (please explain)

Notification to Dean of Students

Occurrence on _____
(Time & Day)

The student will be required to meet with the course instructor, and Director of the Program, and the Dean of Students.

Instructor _____ Date _____

Student _____ Date _____

Witness _____ Date _____

Witness _____ Date _____

APPENDIX D

CONFIDENTIALITY AGREEMENT

This Confidentiality Agreement (hereinafter referred to as “Agreement”) is entered into by _____, (hereinafter referred to as “Education Participant”),

Education Participant agrees to allow SJC OTA Program to release academic and required health and background check information to the fieldwork site to secure placement for required Level IA, IB, and Level II rotations.

Education Participant, a student of San Juan College, in providing patient care at any healthcare facility assigned by Fieldwork Educator as part of a designated course of study to obtain fieldwork educational experience, will have access to and review confidential patient information maintained in electronic and/or paper form by the assigned healthcare facility.

Education Participant agrees not to access, use, disclose, or reproduce any confidential patient information for any other purpose, except as specifically permitted according to student duties.

Education Participant further agrees to use appropriate safeguards to prevent access, use, disclosure, or reproduction of confidential patient information other than as provided herein. Nothing herein shall preclude the Education Participant from making available to a patient his or her confidential patient information.

Upon completion of his/her fieldwork educational experience, Education Participant agrees to return to the assigned healthcare facility any confidential patient information or reproductions thereof in Education Participant’s possession.

Education Participant acknowledges that he/she has received HIPAA training as a portion of his/her educational experience before being assigned to a specific healthcare facility.

Education Participant acknowledges and understands that unauthorized access, use, disclosure, or reproduction of any patient information in violation of assigned healthcare facility data policy or in violation of this Agreement will authorize the assigned healthcare facility to prohibit Education Participant from providing any patient care on said healthcare facility premises. Education Participant further understands that certain unauthorized disclosure of patient information is punishable by fines and penalties imposed by federal and state laws.

Education Participant acknowledges and understands that if Education Participant is granted specific computer system(s) access based on the nature and scope of education Participant’s assignment, Education Participant is prohibited from accessing or attempting to access any computer system(s) in a manner that violates the healthcare facility data policy or is not consistent with Education Participant’s specifically assigned user rights.

Education Participant further agrees to indemnify and hold harmless the assigned healthcare facility for any liability, expense, or loss, including damages, exemplary damages, and reasonable attorney’s fees which may be sustained by the healthcare facility as a result of any unauthorized disclosure of confidential patient information to any third party by the Education Participant.

Upon request, Education Participant agrees to make available Education Participant’s internal practices, books, and records relating to the use and disclosure of protected health information to the Secretary or an employee of the Department of Health and Human Services.

Education Participant agrees that in the event any amendments or corrections are made to the patient’s protected health information, such amendments or corrections will be incorporated into such records in Education Participant’s possession.

I HAVE READ AND FULLY UNDERSTAND THIS AGREEMENT

Signature _____ Date _____

*This page will be added to your student file.

APPENDIX E

Marijuana and Controlled Substance Policy

I understand that clinical facilities set their own standards regarding the use of marijuana and controlled substances for students who are placed in clinical rotations. These clinical facilities may require students to undergo testing or drug screenings prior to or during the student's clinical rotation. A positive drug test or screening may result in the clinical facility denying the student the ability to complete the student's rotation. This may, in turn, result in the student being unable to complete the clinical experience requirement for completion of the program of study.

I understand that by failing to pass a drug screening or test required by a clinical facility, I may be precluded from engaging in fieldwork/internship/clinical placement required to complete my program and graduate. I hereby waive any claim that I may have against San Juan College, its Board, officers, employees, agents, or contractors relating to any damages resulting from any delay or failure to complete any San Juan College program that may result from my having failed to pass any drug screen or test. I understand that I may have the ability to request an exemption or accommodation from the clinical facility in accordance with the policies and procedures of the clinical facility. I understand that granting a request for an exemption or accommodation will be solely the decision of the clinical facility and not San Juan College.

Student Signature: _____

Date: _____

*This page will be added to your student file.

ACKNOWLEDGEMENT FORMS

OTA Student Handbook Receipt

The OTA Program Director has reviewed the information and policies in the OTA Student Handbook with me. As an Occupational Therapy Assistant student, I accept the responsibility to abide by all policies as outlined in the OTA handbook and the college handbook.

Student's Signature: _____ Print Name: _____ Date: _____

Release/Consent for Photos, Audio-Visual/Tape Recording

In the interest of augmenting the teaching of OTA courses, I hereby give my permission for the following instructional and/or promotional purposes by San Juan College and/or the San Juan College OTA Program. I further understand that I will not receive reimbursement for any of these activities: Videotaping, Audio taping, Photographing, Imaging.

Student's Signature: _____ Print Name: _____ Date: _____

Release for Lab Activities

I understand that I am enrolled in a profession that requires touch and manipulation of the musculoskeletal system, and the use of physical agent modalities. Throughout my education and training in the Occupational Therapy Assistant Program, I will be required to apply Occupational Therapy procedures and techniques on fellow students, San Juan College faculty, and/or employees.

I also understand that all laboratory procedures and techniques are intended for educational purposes and shall be applied in a respectful and dignified manner. After being made aware of contraindications and possible side effects of OT procedures and techniques, I will notify the course instructor of my concerns about participating in any laboratory procedures so that appropriate accommodations may be made.

I am responsible for understanding the theory and application regarding physical agent modalities and other treatment techniques and procedures, and applying them to others or allowing them to be applied to me.

Student's Signature: _____ Print Name: _____ Date: _____

Attendance Policy Receipt

The OTA program staff has reviewed the attendance policy regarding tardiness as outlined in the OTA Student Handbook with me. As an Occupational Therapy Assistant student, I accept the responsibility to abide by all policies as outlined in the OTA handbook and the college handbook.

Student's Signature: _____ Print Name: _____ Date: _____

*This page will be added to your student file.