GREEN RIVER COMMUNITY COLLEGE
Health Sciences Programs
Occupational Therapy Assistant
Student Handbook

Occupational Therapy Assistant

2014 - 2015
Green River Community College has made reasonable efforts to provide information that is accurate at the time of publication. However, the college reserves the right to make appropriate changes in procedures, policies, calendars, requirements, programs, courses and fees. When feasible, changes will be announced prior to their effective dates, but the college assumes no responsibility for giving any particular notice of such changes. Nothing herein shall be construed to create any offer to contract or contractual rights.

Rev 10/07/2014
INTRODUCTION

This handbook for students was developed by the faculty to ease your transition into your chosen program. It is filled with policies, procedures, and guidelines pertinent to Programs of Health Sciences. Included are copies of forms for your records which you will be required to sign.

Programs in Health Sciences offer the opportunity/goal to gain knowledge, skills, and growth. The intent of this handbook is to assist you in achieving those goals. Please become very familiar with this handbook, recognizing it is not a substitute for counseling through the academic advising department or faculty mentoring.

Also, the Green River Community College Student Handbook provides information for all Green River Community College students regarding policies and procedures governing your rights and responsibilities as a student of Green River Community College. A copy of the Green River Community College Student Handbook is available from the Green River Community College website or from your academic advisor.

Students in Health Sciences Programs are required to adhere to the policies, procedures, and information in both the Green River Community College Student Handbook and the Health Sciences Student Handbook.
CAMPUS-WIDE
MISSION & VISION

As reaffirmed by the Board of Trustees March 18, 2010.

MISSION

The mission of Green River Community College is to:

Ensure student success through comprehensive educational programs and support services responsive to our diverse communities.

VISION

The vision for Green River Community College for 2020 is:

To be ranked among the very best in student completion and success and be an invaluable community partner and asset with robust and diverse revenue streams.


CAMPUS-WIDE
LEARNING OUTCOMES

WRITTEN COMMUNICATION

Definition: Written Communication encompasses all the abilities necessary for effective expression of thoughts, feelings, and ideas in written form.

CRITICAL THINKING

Definition: Critical thinking finds expression in all disciplines and everyday life. It is characterized by an ability to reflect upon thinking patterns, including the role of emotions on thoughts, and to rigorously assess the quality of thought through its work products. Critical thinkers routinely evaluate thinking processes and alter them, as necessary, to facilitate an improvement in their thinking and potentially foster certain dispositions or intellectual traits over time.

RESPONSIBILITY

Definition: Responsibility encompasses those behaviors and dispositions necessary for students to be effective members of a community. This outcome is designed to help students recognize the value of a commitment to those responsibilities which will enable them to work successfully individually and with others.

QUANTITATIVE AND SYMBOLIC REASONING

Definition: Quantitative Reasoning encompasses abilities necessary for a student to become literate in today’s technological world. Quantitative reasoning begins with basic skills and extends to problem solving.

STUDENT RIGHTS AND RESPONSIBILITIES

Judicial Programs maintains and administers the Student Code of Conduct for Green River [link](http://www.greenriver.edu/student-affairs/judicial-programs.htm)

The Student Code of Conduct is comprised of Washington Administrative Codes outlining the rights and responsibilities of students attending Green River Community College.

See detailed information regarding:

- **Right/Responsibilities/Definitions,**
- **Rules of Student Conduct**
- **Academic Rights/Responsibilities**
- **Disciplinary/Grievance Procedures**

For detailed information regarding student responsibility in **Academic Honesty**, go to [link](http://libguides.greenriver.edu/academic-honesty)

**Disability Support Services** works with qualified students with disabilities in a confidential, respectful, and safe environment to identify and develop reasonable classroom accommodations; to ensure equal opportunity and access of academic and professional goals; and to promote an accessible community where students with disabilities have equal opportunity to participate in college programs and activities [link](http://www.greenriver.edu/student-affairs/disability-support-services.htm)

To receive this information in an alternative format, please contact DSS at 253.833.9111, (ext. 2631) or TDD 253.288.3359.

CAMPUS CONTACTS AND RESOURCES

**Campus Bookstore**

The Paper Tree Bookstore provides the necessary books and supplies to meet your academic needs. We also offer a variety of products and services, such as faxes, movie rentals, UPS delivery, special orders, educational software, ID cards, gift cards, balloon bouquets, and more.

Because the bookstore is institutionally owned and all the profits remain on campus, supporting the bookstore helps the campus. We look forward to helping you meet your academic goals. The PaperTree Bookstore is located at the Green River Main Campus, on the first floor of the Lindbloom Student Center.

**Campus Safety**

Green River is always vigilant about providing its students with a safe and secure campus setting. The Campus Safety Office patrols and provides campus safety support for the campus during day and evening classes. Campus Safety also issue parking permits to students, faculty and staff. For parking regulations, go to our Parking section.

Green River's Campus Safety Staff are contracted from Pierce County Security.

Campus Safety office is open 24 hours a day, 7 days a week.

- From a campus telephone, dial ext. 2250 or 3350.
- From a campus pay phone, press the "security" button
- From an off-campus pay phone, dial (253) 833-9111 ext. 2250 or 3350.

For questions regarding safety issues, please contact: Campus Safety Director at ext. 3350.
TRiO Student Support Services
TRiO at Green River Community College is a federally funded program that provides academic support services to eligible participants on a space available basis. If you are eligible we strongly encourage you to apply.

Counseling and Health Services
Counseling and Health Services (CHS) seeks to promote physical and psychological health of Green River Community College students and the campus community to support student success.

CHS provides short-term mental health counseling and self-care/wellness education to Green River students. Workshops and consultation services are offered for staff, faculty, and student organizations. Services are free and confidential.

Diversity, Equity, and Inclusion
The Office of Diversity, Equity, & Inclusion is committed to the creation of a more welcoming, inclusive and supportive environment based on knowledge, acceptance and respect for all at Green River Community College. We work to promote intellectual discourse, leadership and social justice among students, staff, faculty and our surrounding communities.

diversity@greenriver.edu
(253) 833-9111 ext. 2659

Public Speaking Center
At the Public Speaking Center, our Communication Studies Instructors will work with you one-on-one to help improve your delivery technique and offer suggestions about the organization and development of your ideas.

The Public Speaking Center is located in the Holman Library (HL-116) and services are available to students, faculty, campus staff and alumni.

Food Services
Green River Food services offers a variety of food options on campus for students, employees and visitors.

The Gator Grille, located in the Lindbloom Student Center, serves made-to-order sandwiches and grilled items, hot entrees, grab-n-go salads, and wide selection of snacks, along with a wide variety of bottled beverages and fresh hot coffee throughout the day.

The Gator Grind offers fresh baked snacks and coffees in two locations: the Lindbloom Student Center or the Get Wired Cafe on the first floor of the Technology Center.

Vending machines are located throughout the Lindbloom Student Center, outside of the PE Field House, and in the Technology Center.

Holman Library
Course assignments require frequent use of the Library. Visit the Green River Community College Academics website for more information: http://www.greenriver.edu/academics/library.htm
Writing Center
The Writing Center, located in Rutkowski Learning Center (RLC 173) offers one-on-one consulting services for students at all stages of the writing process. Whether you have a question about grammar and usage or need help brainstorming ideas or focusing in essays - faculty and student tutors are there to help. There is no need to make an appointment, just drop by.
Though the Center cannot guarantee you error-free papers, they can help you to improve in the areas you choose to work on with a tutor, and make you feel more confident about your written work.

Women’s Center
Women's Programs provides a wide variety of services and resources throughout the year. We offer assistance or referrals in many areas, including: starting college or returning to school after time away; child care; financial aid; scholarships; sexual harassment and discrimination; dating and domestic violence; rape and sexual assault; legal issues; public assistance; and academic matters. Women’s Programs loans books/calculators to students who are not getting funding elsewhere and can’t afford to purchase them.

Green River Community College
Lindbloom Student Center (LC), Room LC-230
253-833-9111, ext. 2547

Student Organizations
Students wishing to participate in state or national organizations should contact that organization.

Occupational Therapy Assistant Program
National Board for Certification in Occupational Therapy, Inc. (NBCOT)
http://www.nbcot.org/
The Washington Occupational Therapy Association http://www.wota.org/

Washington Occupational Therapy Practice Board
Washington State Department of Health
http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/OccupationalTherapist.aspx
Health Systems Quality Assurance
http://www.doh.wa.gov/AboutUs/ProgramsandServices/HealthSystemsQualityAssurance.aspx

For contact made with fees
P.O. Box 1099
Olympia, WA 98507-1099
For contact made without fees
P.O. Box 47877
Olympia, WA 98504-7877

Information Regarding OTA Licensing
http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/OccupationalTherapist/Fees.aspx

Call Center phone number: 360-236-4700
Fax number: 360-236-4818
Email Address hsqa.csc@doh.wa.gov

For further student services and activities, see the Green River Community College Catalog and Green River Community College Student Services http://www.greenriver.edu/student-services.htm
Financial Aid and Scholarships


Green River's Federal School Code 003780

Financial Aid is available in 3 forms:

1. Gift Aid – grants and scholarships
2. Employment – jobs on or off campus
3. Loans – low interest with deferred repayment

Financial aid awards are processed throughout the year in the order that files are completed, so it is best to apply as early as possible to receive the funding that is still available. Late applications are less likely to have their award notices completed prior to the start of the quarter.

The financial aid office is located in the Lindbloom Center.

Scholarships

Green River awards a number of scholarships each year to assist students in meeting their educational expenses. Check with your advisor or a financial aid counselor to get more details about applying for these scholarships and to find out about deadlines. [http://www.greenriver.edu/student-affairs/financial-aid/scholarships.htm]

Foundation Scholarships

Green River Community College Foundation is located in the Administration Building (room AD-2) at Green River Community College. Green River Community College Foundation Scholarships are awarded based on many different criteria that can be grouped into the following categories:

- Need Based Scholarships
- Program Based Scholarships
- Merit Based Scholarships
- General Scholarships
- Summer Completion Scholarships
- Transfer Scholarships

[http://www.greenriver.edu/about-us/foundation/scholarships.htm]
Clinical Placement Policy

Purpose: Identify and maintain requirements for participation in community lab/clinical placement.

Overview: All Health Sciences students must comply with the requirements of the Clinical Placement Passport (see appendices) relating to:

- Immunizations and titers
- Drug screening
- Criminal background checks
- Professional Liability Insurance
- CPR certificate requirements
- Vehicle insurance and other requirements as applicable

All completed clinical requirements will be due by the deadline established in the application guidelines.

Students will not be allowed to participate in lab/clinical programs without documentation of completed Clinical Placement Passport. Inability to participate in lab/clinical programs will result in inability to progress in the program.

Scope: All current and potential Green River Community College Health Sciences students.

Policy/Procedure: It is the student’s responsibility to provide record of compliance with all Clinical Passport Requirements including additional requirements if applicable.

Immunizations and Titers: If any of your immunizations will expire in the middle of a quarter/semester, you will be required to have up-to-date immunizations before beginning the term.

Copies of original immunization records must be submitted to your academic program. Records are to be kept by the student and will be kept at the academic institution. Random audits are regularly conducted by healthcare institutions. All documentation must meet requirements at all times during clinical course. All documents must be dated and signed by a qualified health practitioner and include mm/dd/yyyy.

Drug Screening: In accordance with clinical placement requirements, all students are subject to routine drug testing prior to participating in community lab experiences. Students are responsible for all costs associated with the drug screening. Students will provide documentation of drug screen. If a screen comes back positive due to prescription medications or other medical reasons, a medical review must be conducted at the student’s expense and provided to the testing laboratory. The lab will then provide a revised result which must be provided to your academic program.
Additionally, students in all Health Sciences programs are subject to drug screening for cause if the student exhibits behavior or a pattern of behavior that may indicate the student may be using drugs. Such a student will be informed of the request for a drug screening test and will be given both written and verbal instructions including a deadline for the test at that time.

A positive drug screen result or failure to comply with the instructions for the test may result in the student's immediate removal from the Health Sciences clinical program in which he or she is enrolled. Such students may not be eligible to reapply to the program.

**Criminal Background Checks:** In accordance with the policies of the community lab/clinical facilities with which the College affiliates for student community lab learning experiences, as well as other state and federal regulations, all students will have completed a criminal background check (RCW 43.43.830 and RCW 43.43.842). This policy is intended to ensure that any criminal convictions in the student's past are of such an age or nature that they will not interfere with the student's ability to participate at all community lab sites. See Secretary's List of Crimes and Negative Actions for crimes that would prevent licensure or certification [http://dshs.wa.gov/bccu/bccucrimeslist.shtml](http://dshs.wa.gov/bccu/bccucrimeslist.shtml).

In the event that convictions that were not uncovered during the background check are proved to have occurred, and those convictions are of such an age or nature that they preclude the student from participating at all community lab sites, the student will be advised of such and unable to progress in the community lab/clinical courses.

**Criminal Convictions:** A student convicted of a criminal offense while enrolled in a community/clinical lab program must report the conviction to the department coordinator/director within five days of the conviction. The term conviction for these purposes includes probated sentences and deferred adjudications. Such convictions are likely to render the student unable to participate at any community lab/clinical site, in which case the student will be removed from the community lab in which he/she is enrolled.

**Fingerprinting:** Fingerprinting may be required for some clinical placements per specific facility procedure and may be at the expense of the student.

**Insurance:** Students are required to carry liability insurance in the amount of $1,000,000/3,000,000 in order to participate in lab/clinical programs. Proof of policy purchase must be provided to your program of participation. Insurance can be purchased at the Cashier’s Office located in the Lindbloom Student Center.

**NOTE:** The Clinical Passport defines minimum requirement for clinical placement. Some facilities may have additional requirements the student is expected to meet. Alternative clinical placements will not be arranged.

Your chosen program of study may have additional specific requirements. Please refer to your program coordinator for further information.
Impaired Student

Purpose: Ensure safety through established standards relating to student impairment.

Overview: Patient safety is an overriding principle in the delivery of health care. For the healthcare professional to provide safe care, he/she must be able to make sound judgments.

It is the policy of Green River Community College Health Sciences to adhere to all state and local regulations and The Joint Commission Policies, as well as the policies of the community lab/clinical facilities with which the College affiliates for student community lab learning experiences.

Thought processes and decision making can be adversely affected by excessive stress, sleep deprivation, poor mental and physical health, and the use of any drugs and/or alcohol. Impaired by the aforementioned factors, the healthcare professional can easily make unsafe decisions and, therefore, jeopardize patient safety. The student will be subject to faculty review and possible dismissal from the program.

Scope: All current and potential Health Sciences students

Policy/Procedure: Student Impairment

Behaviors that suggest impairment of an individual’s ability to meet standards of performance, competency, and safety in the clinical setting include, but are not limited to, the following:

Physical Impairment
1. Motor incapacity.
2. Tremors.
3. Unstable gait.
4. Bumping into others or walls and furniture.
5. Excessive use of breath mints, mouthwash.
6. Smell of alcoholic breath

Impaired Judgment
1. Poor clinical or social judgment/actions.
2. Sloppy behavior.
3. Poor charting with poor handwriting.
4. An excessive number of mistakes.

Mental or Emotional Impairment
1. Labile (unstable mood) with crying or yelling or louder voice than is normal for the situation.
2. Slurred speech.
3. Unusually quiet or irritable.
4. Diminished alertness (perhaps appearing dazed or preoccupied).
5. Confusion or frequent memory lapse.
6. Defensiveness.
Disruptive Social Reaction
1. Inappropriate verbal or emotional responses, i.e., anger or violence, threats, inappropriate laughing.
2. Isolating self from peers.

Inconsistent Behavior Patterns
1. Repeating self.
2. Inconsistent or elaborate stories.
3. Explanations for absences or mistakes.
4. Frequent disappearances on unit.

Absenteeism
1. Often late to report or clinical conference.
2. Long lunch breaks.

Clinical instructors have the responsibility and authority to take immediate corrective action with regard to student conduct and performance in the clinical setting.

If a clinical instructor observes that the clinical performance of a student poses danger to the safety and well-being of self or others, the clinical instructor will escort the student out of the clinical area.

The clinical instructor will then notify a friend or family member, as provided by the student, or use the student’s emergency contact number to secure transportation home for the student.

The family member will escort the student for an immediate drug screen at the students own expense.
Professional Behaviors Policy

Purpose: Establish and maintain standards of expected professional behavior from Green Health Sciences students.

Overview: Students are expected to demonstrate professional behavior both in the classroom and in all clinical settings.

Scope: All current Green River Community College Health Sciences students.

Policy/Procedure: The student must abide by the standards of their designated program and the Uniform Disciplinary Act, including but not limited to ethical and moral behavior.

Students are representatives of Green River Community College and are obligated to function within the framework of the professional standards identified by their field and the Green River Community College Student Code of Conduct. Students who exhibit unacceptable behaviors will meet with their faculty and may receive a Learning Contract (see appendices) regarding the behavior which identifies actions that must be completed or corrected to remediate behavior.

There are behaviors that are serious enough to result in dismissal from Health Sciences programs without possibility of return. These include:

- Gross negligence with potential to or/that result in harm to client or family.
- Verbal threat of physical harm (assault).
- Physical violence (battery).
- Falsifying the medical record.
- HIPAA violation (breach of confidentiality).
http://www.hhs.gov/ocr/privacy/index.html
- Carrying a weapon or illicit drugs/drug paraphernalia.
- Stealing from clinical site, college, or faculty.
- Failure to satisfactorily complete any student contract or re-entry probationary contract.
- Failure to comply or remediate any issues addressed by Health Sciences and/or program specific policies.

Professional Code of Ethics: Students are also representative of their profession. As such, you should be familiar with the codes of ethics of your profession and consider ways in which you will learn to integrate the principles into your practice. Please refer to the links below for your program specific information.


http://www.instruction.greenriver.edu/ota/overview.shtm

Physical Therapist Assistant: American Physical Therapy Associate Standards of Ethical Conduct for the Physical Therapist Assistant http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/StandardsEthicalConductPTA.pdf#search=%22standards
Electronic Device and Social Media Use Policy

**Purpose:**
Establish and maintain standards for student use of social media/internet and electronic devices within the Green River Community College Health Sciences Programs.

**Overview:**
Use of electronic devices is always at the discretion of the individual instructor. Individual instructors retain the right to permit or restrict the use of electronic devices during specific classroom or clinical lab sessions as announced in the class, syllabus and/or online web-enhanced system. The use of electronic devices is acceptable during classroom, clinical skills lab sessions and within the healthcare facilities during clinical experiences when used according to standards that protect individual and patient rights.

Health Sciences students who engage in internet conversations for school-related purposes or school-related activities such as interactions in or about clinical/community lab and didactic course activities must adhere to this policy. Distribution of sensitive and confidential information is protected under HIPAA and FERPA [http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) whether discussed through traditional communication channels or through social media. Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Examples include but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Twitter, Facebook, YouTube, and MySpace. As students you are expected to represent Green River Community College and your program in a fair, accurate, and legal manner.

**Scope:**
All Current Health Sciences Students

**Policy/Procedure:**

**Electronic Devices**

- **Personal cellular phones** must be turned off during classroom sessions.
- **Text-messaging** during classroom and clinical skills lab sessions are not permitted.
- **Laptop computers** may be permitted for the purpose of taking notes or completion of specific assignments during a classroom session only. (See course syllabi for individual specific class restrictions)

**Audio-Video recording devices** are permitted during classroom and clinical skills lab sessions under the following conditions:

- Audio or video recording devices may **only be used after approval from instructor and all parties involved**.
- All recording devices must be on the desk/table surface in full visibility of the instructor.
- Recording devices must be turned off during classroom breaks.
- Recording devices must be turned off at the request of the instructor during class discussions when the instructor or a student shares a
patient-based or personal story that could be perceived as relating to HIPAA or FERPA issues.

- The instructor reserves the right to restrict the use of recording devices during specific classroom or clinical lab sessions.
- All recordings are for the personal use of the student. They may not be copied or downloaded to anyone that is not a member of the class.
- Recordings may not be posted on any online site – website, blog, social networking page, etc.
- All recordings must be deleted after the content testing.
- Recording devices are not permitted in the instructor’s offices or during office hours unless expressly permitted by the instructor for a specific purpose.

Students who violate the electronic device and social media use policy during classroom and campus skills lab sessions will lose the privilege of using these devices and may be dismissed from class and given an absence or may be placed on contract by the instructors.

**Healthcare Facilities/Community Lab/Clinical Environment:** The use of personal cellular phones or other wireless communication devices is not permitted in patient care areas. In non-patient care areas electronic communication must be used with discretion and a heightened awareness with regard to confidentiality and HIPAA protections.

- **Personal cellular phones** must be turned to vibrate or silent.
- **Wireless communication devices**, cell phones, or resource materials downloaded to a wireless device may only be used at facility approved designated areas (such as stations). Personal electronic devices may only be used on patient care units with facility and instructor approval.

Electronic devices used for research purposes may only be used in non-patient care areas.

Under no circumstances may a **camera** be operated within health care facilities without prior authorization of lab faculty and by appropriate healthcare facility personnel in accordance with facility policy.

**Social Media**

Protect confidential, sensitive, and proprietary information. Do not post confidential or proprietary information about Green River Community College, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a student.

Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and the college. Do not use Green River Community College marks, such as logos and graphics, on personal social media sites. Do not use the college’s name to promote a product, cause, or political party or candidate.
Use of the college marks (logos and graphics) for School sanctioned events must be approved (posters, fliers, postings) by administration.

**HIPAA** and **FERPA** guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.

You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).

Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.

Monitor your comments. You can set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.

Don’t use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.

You are responsible for regularly reviewing the terms of this policy.

**Consequences:**

Violations of patient/client/student privacy with an electronic device will be subject to HIPAA/FERPA procedures/guidelines and consequences.

Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.

Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

(Adopted from Purdue University School of Nursing Handbook 2012)
PROGRAM OF OCCUPATIONAL THERAPIST ASSISTANT

Vision
In partnership with Green River Community College, the OTA program will contribute to Green River Community College’s vision for 2020 to be ranked among the very best in student completion and success and be an invaluable community partner and asset with robust and diverse revenue streams.

Mission
To prepare-entry level occupational therapy assistants with the knowledge, skills, values and professional behaviors necessary to effectively provide occupation-based intervention to reach desired outcomes to a diverse population and practice settings.

Core Objectives
1. Prepare students for successful completion of Levels I and II Fieldwork.
2. Prepare students to successfully pass the national certification examination as administered by the National Board for Certification in Occupation Therapy, Inc.
3. Ready students to meet requirements and apply for Occupational Therapy licensure in Washington State.
4. Provide students with learning opportunities to develop entry-level professional and marketable skills and behaviors as described in the standards for an OTA program as outlined by The Accreditation Council for Occupational Therapy Education (ACOTE) and by American Occupational Therapy Association Roles and Responsibilities document. This will allow graduates to compete and succeed in increasingly complex practice settings.
5. Develop within students, an appreciation and respect for the worthiness and uniqueness of themselves and all persons regardless of race, age, religion, gender, culture or socioeconomic status.
6. Foster, through classroom, laboratory, service learning and clinical settings the skills and abilities needed for lifelong learning to enhance professional and personal development.
7. Enable students to clearly and accurately communicate the benefits of occupational therapy services and the uniqueness of the profession.
8. Enhance student learning by incorporating campus-wide learning outcomes into curriculum requirements. These include measureable outcomes in the areas of responsibility, written communication, quantitative reasoning, and critical thinking.
CURRICULUM THREADS

Problem-based Learning
In the Green River Community College OTA Program, instruction is presented through problem-based learning. Problem-based learning is an active approach to learning, which is focused around a clinical or scientific problem. Using this method, students are presented with various real world or simulated clinical scenarios. These case studies enable the students to assess their areas of knowledge and growth to enhance professional reasoning skills in order to develop clinical competence in preparation for application in the fieldwork setting. This style of learning increases and facilitates problem solving, self-initiation, and clinical reasoning skills which are central to the occupational therapy process. Not only are these skills essential to the student in the classroom, they are also essential toward professional development in the context of lifelong learning.

Lifelong Learning
It is the goal of our program to develop future OT practitioners that are lifelong learners in order to provide optimal client care and have optimal employment opportunities in the future. For these reasons, we foster the value of lifelong learning through the ongoing pursuit of knowledge for personal and professional development. Occupational therapy is not a static profession but one that is dynamic and led by research influencing evidence-based practice. Occupational therapy practitioners must keep current with this dynamic nature by being in tune with current research and adapting to the changing healthcare environment. This is accomplished by developing new skills and obtaining new knowledge through utilization of available educational resources.

Communication
In the Green River Community College OTA Program, we emphasize the need for skillful communication, which is essential for optimal clinical care. The ability to effectively exchange information is one of the most important elements of a healthcare team, as well as one of the most difficult to teach. By incorporating a strong emphasis on producing skillful communicators, our program aims to develop a more efficient, cost effective and patient-centered practitioner.

Professional Behavior
The concept of professionalism and its’ encompassed behaviors is highly contextual. Adherence to guiding codes of behavior in the clinical setting is essential to creating an environment of trust between employers, employees, clients, and caregivers. Professional behaviors can include a wide array of attitudes and conduct such as professional presentation, punctuality, dependability, empathy, and professional reasoning. Taking context into consideration, the Green River Community College OTA Program seeks to foster the ability to define and implement these behaviors.

Occupational Performance
Occupations are any of the things that we do in everyday life that we consider to be meaningful and necessary. In occupational therapy, the activities are broken down into subcategories including; activities of daily living, instrumental activities of daily living, education, work, play, leisure, and social participation. Throughout the program, students are encouraged to not only assess client’s ability to perform successfully in these areas, but also their own occupational performance. By examining the balance between all areas of occupation students gain an understanding of how an upset in the balance can affect an individual physically, mentally, and emotionally. This understanding assists students in recognizing the need for a holistic, client centered approach to therapy and identify intervention consistent with models of occupational performance.
OTA PROGRAM PREREQUISITES, REQUIREMENTS & SEQUENCE

Prerequisite Classes Required Before Entering Program:
1. *Anatomy and Physiology 103 or Biology & 241 and
2. *Anatomy and Physiology 104 or Biology & 242
3. English &101
4. Health Science 150 or Psychology 200
   * Anatomy and Physiology 103 and 104 or Biology &241 and Biology & 242 must be taken at the same institution

Supporting Classes required before the start of advanced practice classes:
1. Cmst& 220 Public Speaking or
2. MATH 070 or higher
3. Psyc& 100 Introduction to Psychology
4. One Sociology Class from the following list:
   - Anth& 206 Cultural Anthropology (5)
   - Anth& 235 Cross-Cultural Medicine (5)
   - Cmst 238 Intercultural Communication (5)
   - Geog& 200 Human Geography (5)
   - Human 133 People, Language and Culture (5)
   - Human 186 Peoples of the World (5)
   - Soc& 101 Introduction to Sociology (5)
   - Soc& 201 Social Problems (5)
   - Soc 205 Sociology of Disability (5)

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<tr>
<th>TRADITIONAL FULL-TIME DAY PROGRAM</th>
<th>HYBRID PROGRAM</th>
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<tbody>
<tr>
<td><strong>Curriculum Design</strong></td>
<td><strong>Curriculum Design</strong></td>
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<tr>
<td>• Designed for students who are free to attend full-time day classes Monday through Friday, hours ranging from 8:00am to 5:00pm</td>
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<tr>
<td>• For those who desire a structured program in a traditional classroom lecture/lab format</td>
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<tr>
<td>• Seven (7) quarters in length; quarters 6 and 7 consisting of full-time internship/fieldwork</td>
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<tr>
<td>• Level I (part-time) fieldwork required involving day-time clinic observations</td>
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<td>• Full time employment is not recommended</td>
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<tr>
<td>• Program is developmental in design where students must finish foundational classes in program before entering advance practice classes</td>
<td></td>
</tr>
<tr>
<td>• Designed for students who need more flexibility in the day hours</td>
<td></td>
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<tr>
<td>• Courses offered either Monday, Wednesday, Tuesday or Thursday evenings with occasional Saturday intensive labs</td>
<td></td>
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<tr>
<td>• Courses offered on-line and in face-to-face format</td>
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<tr>
<td>• Students must be self-directed, computer literate, and have ready access to computer technology to use on-line course delivery method</td>
<td></td>
</tr>
<tr>
<td>• Level I (part-time) fieldwork required involving day-time clinic observations</td>
<td></td>
</tr>
<tr>
<td>• Nine (9) quarters in length; quarters 8 and 9 consisting of full-time day hour internship/fieldwork</td>
<td></td>
</tr>
<tr>
<td>• Full time employment is not recommended</td>
<td></td>
</tr>
<tr>
<td>• Program is developmental in design where students must finish foundational classes in program before entering advance practice classes</td>
<td></td>
</tr>
</tbody>
</table>
OTA CURRICULUM SEQUENCE

Supporting Courses:
- CMST 220 or CMST 230
- MATH 070 or higher
- PSYC 100
- One of the following:
  - ANTH 206
  - ANTH 235
  - CMST 238
  - HUMAN 133
  - HUMAN 186
  - SOCA 101
  - SOCA 201
  - SOC 205

Program Prerequisites:
- Anatomy and Physiology 103 or Biology 241 or Anatomy and Physiology 104 or Biology 242
- English 101
- Health Science 150 or Psychology 220

* Sequencing of all Anatomy and Physiology courses must be taken at the same institution.
# OTA CURRICULUM SEQUENCE

## TRADITIONAL FULL-TIME PROGRAM

### OTA Curriculum Sequence = 87 credits

#### OTA Foundational Classes

**First Quarter (12 credits) fall**
- HSCI 102 Applied Anatomy (5)
- OT 100 Introduction to Occupational Therapy (3)
- OT 110 Fundamental of OT as Health Care Providers (4)

**Second Quarter (13 credits) winter**
- HSCI 104 Fundamentals of Gerontology (3)
- OT 112 Developmental Disabilities (5)
- OT 114 Physical Disabilities 1 (5)

**Third Quarter (13 credits) spring**
- OT 105 Clinical Seminar 1 (2)
- OT 116 Physical Disabilities 2 (5)
- OT 118 Psychosocial Dysfunction (4)
- OT 177 Application of OT Co-op 1 (1) *

**Fourth Quarter (13 credits) fall**
- OT 200 Therapeutic Activities 1 (3) *
- OT 202 Ethics, Society and Professional Practice (3)
- OT 223 Therapeutic Practice in OT (5)
- OT 230 Therapeutic Group Leadership (2)

**Fifth Quarter (12 credits) winter**
- OT 225 Clinical Seminar 2 (1)
- OT 178 Application of OT Co-op 2 (1) *
- OT 235 Therapeutic Activities 2 (3) *
- OT 240 Therapeutic Adaptations (5)
- OT 245 Pre-Fieldwork Experience Seminar (2)

**Sixth Quarter (12 credits) spring**
- OT 250 Fieldwork Experience Seminar 1 (1)
- OT 277 Co-op Fieldwork Experience 1 (11) *

**Seventh Quarter (12 credits) summer**
- OT 251 Fieldwork Experience Seminar 2 (1)
- OT 278 Co-op Fieldwork Experience 2 (11) *

## HYBRID PROGRAM

### OTA Curriculum Sequence = 87 credits

#### OTA Foundational Classes

**Quarter 1 (8 credits) spring**
- HSCI 102 Applied Anatomy (5)
- OT 100 Introduction to Occupational Therapy (3)

**Quarter 2 (9 credits) summer**
- OT 110 Fundamental of OT as Health Care Providers (4)
- OT 114 Physical Disabilities 1 (5)

**Quarter 3 (10 credits) fall**
- OT 112 Developmental Disabilities (5)
- OT 116 Physical Disabilities 2 (5)

**Quarter 4 (11 credits) winter**
- HSCI 104 Fundamentals of Gerontology (3)
- OT 118 Psychosocial Dysfunction (4)
- OT 105 Clinical Seminar 1 (2)
- OT 177 Application of OT Co-op 1 (1) *
- OT 120 Professional Advocacy Experience (1)

### OTA Advanced Practice Classes

**Quarter 5 (8 credits) spring**
- OT 200 Therapeutic Activities I (3) *
- OT 202 Ethics, Society and Professional Practice (3)
- OT 230 Therapeutic Group Leadership (2)

**Quarter 6 (8 credits) summer**
- OT 223 Therapeutic Practice in OT (5)
- OT 235 Therapeutic Activities 2 (3) *

**Quarter 7 (10 credits) fall**
- OT 178 Application of OT Co-op 2 (1) *
- OT 225 Clinical Seminar 2 (1)
- OT 240 Therapeutic Adaptations (5)
- OT 245 Pre-Fieldwork Experience Seminar (2)

### Level II Fieldwork Classes

**Quarter 8 (12 credits) winter**
- OT 250 Fieldwork Experience Seminar 1 (1)
- OT 277 Co-op Fieldwork Experience 1 (11) *

**Quarter 9 (12 credits) spring**
- OT 251 Fieldwork Experience Seminar 1 (1)
- OT 278 Co-op Fieldwork Experience 2 (11) *

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* Requires Off Campus Day Time Hours for the following Classes:

- OT 177 = Average of 3 hours, once a week for 10 weeks Service Learning
- OT 178 = One week full time (week determined by OTA program)
- OT 200 = Average of 9 to 12 hours for one quarter (over 3 to 5 weeks)
- OT 235 = Average of 24 hour over a 8 week period of time
- OT 277 and OT 278 = 40 hours of full time of fieldwork experience off campus
OTA PROGRAM
Approximate Cost of Program
Fees and Additional Expenses

<table>
<thead>
<tr>
<th>OTA Program Required:</th>
<th>Cost $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$ 800.00</td>
</tr>
<tr>
<td>Lab Fees – to include Immunization tracking and lab materials</td>
<td>$ 300.00</td>
</tr>
<tr>
<td>Immunization/per health insurance coverage</td>
<td></td>
</tr>
<tr>
<td>Fingerprinting</td>
<td>$ 75.00</td>
</tr>
<tr>
<td>Temporary License</td>
<td>$ 45.00</td>
</tr>
<tr>
<td>Professional Liability Insurance</td>
<td>Per Student Agreement approximately $20.00</td>
</tr>
</tbody>
</table>

| Health/Insurance                          | $ Per Student Agreement $450.00 per quarter/$1800.00 per year |

POST GRADUATION:

| Application and initial license           | $ 191.00 |
| NBCOT Exam                                | $ 500.00 |

Approximate Total

| $ 1,911.00 & |

(1) This list does not include transportation costs, campus parking, meals, lodging for students, or tuition and other college fees. Please refer to the Green River Community College website for the current tuition rates and fees: [http://www.greenriver.edu/student-services/apply-now/tuition-and-fees.htm](http://www.greenriver.edu/student-services/apply-now/tuition-and-fees.htm)

(2) Cost will depend on student’s history of immunizations

(3) Licensing info can be found at: [http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionNewReneworUpdate/OccupationalTherapist/Fees](http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionNewReneworUpdate/OccupationalTherapist/Fees)

(4) This list does not include estimated gas or lodging costs during FWI or FW2.
GENERAL INFORMATION

A. Tuition and fees are due and payable before the “classes begin” dates of each quarter.

B. The student should plan to spend 2 hours of study for each hour of academic courses. **It is strongly recommended that the student not jeopardize their health or their standing in the program by maintaining full-time employment.**

C. Theft of equipment, materials, and supplies will result in immediate termination from the program. Other policies regarding plagiarism and cheating can be found in the Green River Community College Occupational Therapy Assistant Program Student Ethics document and the Green River Community College College Catalog.

D. In order to receive full-time financial aid status students usually must take at least twelve credits per quarter. These credits must consist of OTA classes or required supporting classes necessary for an AAS Degree in Occupational Therapy. The program is currently developed so that each quarter students enrolled on a full-time basis will have a full-time schedule. If students are enrolled in the program in the hybrid program or on a part-time basis or are repeating courses, there may be quarters when students will not automatically be enrolled in twelve credits. **It is not the responsibility of the OTA faculty to ensure that you will receive full-time status.**

The curriculum has been developed according to educationally sound principles and to allow students time to take required supporting classes when necessary. Based on this information, please plan your finances accordingly. Further information regarding financial aid policies can be obtained from the Financial Aid Office in the Lindbloom Student Center.

E. Communication: Students must maintain a current telephone number and address with their instructors and the OTA program’s office. Use of your official Green River Community College email address for all professional correspondence needed via email for all fieldwork related issues is required.

F. Electronic communication is essential for success in the OTA program. Announcements and course materials may only be available electronically.

1. Students are responsible for reading email and Canvas® postings on a daily basis. Students may be required to submit assignments electronically.

2. Effective communication will include (reading, writing, speaking) the ability to process and communicate information in a timely, succinct, yet comprehensive manner; and demonstration of responsive, empathetic listening to establish rapport. Recognition of the significance of nonverbal responses is required. Fluency in the English language will be necessary.

G. Parking: Students must park in student parking areas designated by the college.

H. Students are referred to the current year academic Student Handbook for the following official college policies:

1. Academic Standards and Progress Policy

2. Student Rights and the Student Code of Conduct

I. Felony convictions may affect a graduate’s eligibility for the NBCOT certification examination and attain state licensure. NBCOT offers and **Early Determination**
Review to individuals who (1) have been charged with or convicted of felony, (2) have had any professional license, registration or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board, and/or (3) have been found by any court, administrative or disciplinary proceeding to have committed negligence, malpractice, recklessness or willful or intentional misconduct which resulted in harm to another.

An individual who is considering entering the Green River Community College Occupational Therapy Assistant program, or has already entered the program but is not yet eligible to apply for the certification examination, may have his/her character information reviewed prior to actually applying for the examination by requesting the review. The fee for the review is approximately $100; a payable form can be found on NBCOT’s Web site- www.nbcot.org – under “Forms.”

J. It is the student’s responsibility to create, maintain and have available upon demand at their fieldwork sites a Student Portfolio containing current record of immunizations, background checks, and any required verifications or certification such as liability insurance, CPR, HIPAA or HIV.

K. **Keys:** Student will be assigned a mailbox and key while enrolled in the OTA Program. The mailboxes are located in SC 142 (Student Area) and are utilized by instructors to return exams and assignments and for correspondence with students. Upon completion of your last quarter before departing for level II fieldwork, termination, or dropping out of the OTA Program, you must return your key to the OTA Program Coordinator or else your transcripts will be held until either the key is received or lost key payment is made. The fee to replace a lost key is $5.00. If you need to replace your key, please first get a form from the Instructional Tech to facilitate this process (see appendices).

4/2103 Green River Community College OTA Program Faculty OT Policies

**OTA PROGRAM EXPECTATIONS AND POLICIES**

**ATTENDANCE**

A. Students are expected to attend all classes except in case of illness.  

1. In case of illness, the student must call the instructor before class time. (253-833-9111, Ext. 4839, or 4933). If you are unable to reach instructor directly, please leave a message on voice mail or leave message at extension 2730.  

2. In case you need to be reached in an emergency, call extension 2730.

B. Promptness for class is expected. If the student is ten or more minutes late at beginning of class or after class break, it will be considered a non-excused absence.  

C. Students who are more than 10 minutes late for class will be counted as absent. Excused absences require communication with instructor BEFORE absence when possible. Students will lose up to 5% of total quarter points for each absence in excess of **one week’s worth of coursework** excused or for any unexcused absences. After second absence, student will need to meet with instructor. Unexcused absences (those
that do not follow student handbook guidelines) are non-negotiable. Students must be present for 90% of lecture/lab time per class to be considered present.

**D.** The student is responsible for material covered in class and assignments. It is the students’ responsibility to contact the instructor for course material and handouts, make-up assignments and exams.

**E.** Make-up exams will be given only in cases where the absence procedure has been followed, and only at the discretion of the instructor.

**F.** Students are not to bring any visitors to class without prior approval of the instructor. Visitors may be asked to leave if prior approval has not been obtained. Per school policy, children and pets are not allowed in the classroom at any time.

**LAB CLASSES**

**A.** Students are expected to return supplies and equipment to proper places and leave the lab clean after each class.

**B.** Lunches may be eaten in the occupational therapy lab, but it is the students’ responsibility to keep the lab area clean. This privilege may be rescinded by the program faculty if the OT lab is not kept clean.

**C.** Under no circumstances are materials to be taken out of the classroom without specific permission of instructors and must use check out system monitored by instructor and instructional tech.

**D.** Power equipment is to be used only with permission and presence of instructors.

**E.** The lab may remain locked when class is not in session. Students may work in the lab classroom outside of regularly scheduled class time when lab is not in use. Students are required to follow hygiene practices at all times.

**F.** All students will be assigned weekly lab clean-up duties on a rotating basis. Each week, students will be assigned chores to help keep the OTA lab and classroom tidy. Students will be assigned weekly chore duties as posted in the OTA lab to include cleaning kitchen, lab, and woodshop, as well as completing assigned laundry and recycling activities. Written copy of assignments will be posted in both classrooms.

**G.** Students must be able to meet all essential function requirements of the program (*see appendices*).

**CONFERENCES AND GUIDANCE**

**A.** Faculty are available during posted office hours for conferences. Those students wishing to see an instructor at times other than office hours should arrange a conference with the individual faculty member.

**B.** Counseling and Health Services located in the Lindbloom Student Center (LSC) offers help to students as requested.

**C.** Student may receive services and tutoring through TRIO/Student Support Services, Tutoring and Resource Center, the Writing Center, the Math Learning Center, and the Public Speaking Center. These programs offer tutoring and individual assistance to students who are having difficulty with course work and study habits.
D. Financial Aid information may be obtained in the Lindbloom Student Center.

E. In case of any problems regarding course work, student should consult with the appropriate instructor. If a solution is not reached, student should follow established procedures as published in the Green River Community College Student Handbook under Academic Standards and Progress Policy and Rules of student Conduct. This also applies to policy regarding Green River Community College exception requests for medical reasons.

F. Students are referred to the current edition of Green River Community College Student Handbook, which is available in the Student Life office located in the Lindbloom Student Center. Additional Information on the Academic Standards and Progress Policy and Rules of Student Conduct can be found at Green River Community College Student Affairs, Judicial Programs [http://www.greenriver.edu/student-affairs/judicial-programs.htm](http://www.greenriver.edu/student-affairs/judicial-programs.htm)

G. Students are not permitted to withdraw from any OTA program course in order to prevent failure. A student may request a late withdrawal based on extenuating life circumstances or a medical condition, but it is up to the OTA Program faculty if it is granted.

**ACADEMIC HONESTY POLICY**

The purpose of the Academic Honesty Policy is to establish and maintain a standard of academic integrity for students in Green River OTA Program.

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of Green River Community College OTA Program. Actions involving dishonesty within the program violate the professional code of ethics and are disruptive to the academic/fieldwork clinical environment.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Individuals found guilty of academic dishonesty may receive a failing grade for the assignment and/or course as per instructor decision. It is the student's responsibility to have a clear understanding of the various aspects of academic dishonesty.

Plagiarism and other forms of scholastic dishonesty are serious academic violations that will not be tolerated. Scholastic dishonesty encompasses, but is not limited to, cheating, plagiarism, collusion, and any act designed to give an unfair academic advantage to the student.

- **Cheating** includes, but is not limited to copying from another student's work; using materials not authorized by a testing proctor; possessing materials that are not authorized by a testing proctor, such as lessons, books, or notes; knowingly using or soliciting, in whole or part, the contents of a non-administered test; collaborating with or seeking aid from another student without authorization during the test; substituting for another person, or permitting another person to substitute for oneself, in taking a course test or completing any course-related assignment; using, buying, stealing, or transporting some or all of the contents of a non-administered test, on-line test, test rubric, homework answer, or computer program.

- **Plagiarism** is "knowingly tender any work product that the student falsely represents to the faculty as the student's work product, in whole or in part" (WAC 132J-125-200) and includes, but is not limited to, the appropriation, buying, receiving as a gift, downloading from website,
or obtaining by any means someone else’s work and then submitting that work for credit as if it were one’s own.

- **Collusion** includes, but is not limited to, unauthorized collaboration with another person in the preparation of an academic assignment offered for credit.

**Consequences:** The penalties for scholastic dishonesty in graded assignments include the possibility of failure in the course. Scholastic dishonesty in examinations and assignments is to be determined by the instructor and may result in a grade of “F” on the examination or assignment or, “F” in the course.

Students found guilty of scholastic dishonesty are subject to disciplinary action including dismissal from the program and possible dismissal from the College. A student dismissed for dishonesty may not be eligible for re-enrollment.

A student will be given “due process” following the Green River Community College “Rules of Student Conduct located at: [http://www.greenriver.edu/student-services/judicial-programs.htm](http://www.greenriver.edu/student-services/judicial-programs.htm). The instructor involved will initiate the process, both verbally and in writing with the student and notify the Dean of Health Sciences who will consult the Dean of Students and Support Programs if further action is required.

**PROGRAM CONTINUATION AND EXPECTATIONS OF ACADEMIC PERFORMANCE**

A. Courses in the Occupational Therapy Assistant Program require a minimum grade average of 2.0 grade point average.

B. Students must also receive a 2.0 grade or better in all required non-occupational therapy courses.

C. Passing scores for the OTA program courses require a minimum 75% average.

E. Any two Occupational Therapy classes with grades below 2.0 will be grounds for termination from the program.

F. Students must complete the academic portion of the program within three years of initial entry.

G. Students are not permitted to withdraw from any OTA program course in order to prevent failure. A student may request a late withdrawal based on extenuating life circumstances or a medical condition, but it is up to the OTA Program faculty if it is granted.

H. Upon re-entry into the OTA program, an additional course failure will result in program termination.

I. Students who have a question about a grade should discuss the concern first with the course instructor. If the issue cannot be resolved, it should be brought to the Program Director. Students who wish to appeal further are referred to [http://www.greenriver.edu/student-affairs/judicial-programs.htm](http://www.greenriver.edu/student-affairs/judicial-programs.htm).

**GROUNDS FOR DISMISSAL**

Students who do not meet performance expectations or exhibit behaviors that may require disciplinary intervention place themselves at risk for failure and non-completion of the program. OTA faculty will alert students to academic problems so that students can seek additional services and/or make changes in their study and performance habits before failure of a course. Faculty will guide students in the development of a learning contact, refer
students to campus services and/or make direct recommendations on study or performance skills.

In no event will these efforts supersede the stated program time limitations for completion, the number of courses that can be failed or other provisions for probation or dismissal from the program.

A. Students must pass all courses in order to progress in the program.
B. Students who must withdraw for academic reasons may apply to be readmitted the following year. Readmission is on a space available basis at the discretion of the faculty.
C. Students who must withdraw for personal reasons may be readmitted the following year on a space available basis.
D. Students must complete the program within three years of entry.
E. It is the student’s responsibility to keep all graded material until grades for the course.
F. Students are held to all standards/policies as defined in this handbook, including but not limited to Health Sciences Policies regarding professional behaviors, impaired student, and electronic device and social media use.

Students are referred to the current edition of Green River Community College Student Handbook, which is available in the Student Life office located in the Lindbloom Student Center. Additional Information on the Academic Standards and Progress Policy and Rules of Student Conduct can be found at Green River Community College Student Affairs, Judicial Programs [http://www.greenriver.edu/student-affairs/judicial-programs.htm](http://www.greenriver.edu/student-affairs/judicial-programs.htm)

DISMISSAL AND RE-ENTRY POLICY

Students may withdraw from the program for personal reasons or due to course failure. Course failure occurs when students do not meet/maintain academic GPA requirements for theory or lab course objectives, fail to meet attendance requirements for the program, and/or fails to meet conditions of a learning contract. In these situations, students may be allowed one opportunity to re-enter the program if space permits.

Program students who are involved in any incident or lab situation that puts the patient, student, community lab affiliate, faculty or college at risk are subject to dismissal from the program and are not eligible for reentry to the program. This policy pertains to all current, past, and potential students.

A. **Conduct Related Dismissal**: Conduct that puts the patient, student, community lab affiliate, faculty, or college at risk is deemed inappropriate. The following are examples of such conduct but are not all-inclusive:

- Gross negligence resulting in actual or potential harm to client or family (safe practice policy)
- Verbal threat of physical harm (assault)
- Physical violence (battery)
- Falsifying the medical record
- Dishonest verbal or written communications
- **HIPAA** Violation (breach of confidentiality)
- Carrying a weapon or illicit drugs/drug paraphernalia
- Stealing from clinical site, college, or faculty
- Practicing under the influence of drugs or alcohol
Other dismissal issues which render the student ineligible for re-entry include violation of program policies, academic dishonesty, electronic device and social media policy, or unsafe practice.

**Note:** Any incidence of threat or assault & battery against individuals or the institution will be immediately reported to the appropriate authorities (both internal to the college and/or law enforcement agencies).

Green River Community College Judicial Programs maintains and administers the Student Code of Conduct, which is comprised of Washington Administrative Codes that outline the rights and responsibilities of students attending Green River Community College. Further information regarding disciplinary/grievance procedures can be found online at [Green River Community College Student Affairs-Judicial Programs](http://www.greenriver.edu/student-affairs/judicial-programs.htm).

**B. Program Re-Entry Process**

1. Student will meet with the Program Coordinator for Green River Community College Occupational Therapy Assistant Program and Dean of Nursing, Health Sciences and Education to discuss options for re-entry upon withdrawal. Not all students will be eligible for re-entry.

2. The student will submit a written request to Dean of Nursing, Health Sciences and Education requesting re-entry to program. The student must explain the reasons he/she was not successful in previous program and provide a detailed plan for success if re-entry is granted.

3. A learning contract will be drafted.

4. The Dean of Nursing, Health Sciences and Education will provide student plan to OTA faculty. Faculty must sign off on students plan and may participate in creation of learning contract for student if enrolled in program.

5. Students who elect to not accept conditions of learning contract will not receive approval for re-entry.

6. Students who re-enter the program must comply with program policies.

7. Students will be allowed re-entry only if space is available.

8. Student must retake previously failed or incomplete courses.

9. Students, who withdrew for academic insufficiency, must complete remediation contract if one implemented at time of withdrawal. The request letter for re-entry must document completion of such contract.

10. Students granted re-entry must pass all the objectives at the program academic requirements in order to continue in the program. No revisions to the learning contract or probationary period will be provided.

11. Students who are offered re-entry and decline will not be offered re-entry again. If the student is granted acceptance for re-entry, they must submit a signed learning contract agreement. The student is responsible to set up a conference with the Dean of Nursing, Health Sciences and Education by agreed upon date prior to the re-entry date to provide clear understanding of learning contract and plan of action. Failure to contact the nursing Dean of Nursing, Health Sciences and Education as required will automatically cancel re-entry agreement.
APPLICATION FOR GRADUATION AND LICENSURE

A. During the 5th or 8th quarter of the OTA Program, students **must** apply for graduation in order to take the National Certification Exam.

B. Students must submit their applications to take the National Certification Exam as outlined in the NBCOT Examination Handbook. Students are responsible for completing the application process independently.

C. **All** graduates of the program are responsible for contacting the State Licensing Board for application for licensure in accordance with the state law. If graduates have criminal history, this may affect ability to obtain licensure.

D. It is the student’s responsibility to transfer in all required supporting classes needed for graduation and to request a transcript translation for those classes, and is required before Level II fieldwork assignments.
FIELDWORK
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FIELDWORK POLICIES AND EXPECTATIONS

Purpose: Fieldwork experiences are an extremely important aspect of the students’ training. Students are required to complete three level 1 fieldwork experiences during the course of the curriculum and two level 2 fieldwork experiences in order to meet the requirements of AOTA. These fieldwork experiences are done in conjunction with one-on-one class time or online course work. Dates are determined by the program.

Fieldwork Assignments: All fieldwork experiences are arranged by the Academic Fieldwork Coordinator and faculty. Under no circumstances are students to arrange a fieldwork experience independent of the OTA faculty. Students are placed in specific sites that will provide them with optimal experiences to integrate academic knowledge and abilities to pass the National Board Exam. Student preferences are also considered as well as past clinical experiences.

Students will be considered voluntarily withdrawn from the program under the following circumstances: Any student who decides to terminate a fieldwork placement on their own with/without notifying and/or meeting with the OTA AFWC will be considered to have voluntarily withdrawn from the program. No further fieldwork placement activities will be provided and the student will not graduate.

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

Attendance Policy: The student is expected to complete the designated hours for each fieldwork experience. If a student is absent due to illness or emergency, the student is responsible for contacting the Clinical Instructor in their site as well as the Green River Community College AFWC. Arrangements to make up missed days will need to be negotiated with the onsite clinical instructor. If a student misses the clinic visit, he/she will be required to make up these hours by making the necessary arrangement agreed upon between the supervisor and students.

Essential Functions: Students must be able to meet the demands of the OTA program as defined in Essential Functions for the Occupational Therapy Assistant Student, with or without reasonable accommodations, while participating in the program (see appendices).

Clinical Occurrences: If a student is injured while at the fieldwork site, the student is responsible for completing any necessary incident forms as required by that facility and contact the Green River Community College AFWC in a timely manner.

Grading: Students are required to pass their Level I clinical rotations by 60 points. In Level II experience, students need 70 points at final evaluation in order to complete the program successfully. At any time during each rotation, either Level I or Level II, either the facility or Academic Fieldwork Coordinator can terminate the experience based on the student’s performance or lack thereof.

Termination from fieldwork due to unsatisfactory performance means a "no credit" grade.

All courses are required and must be completed in the designated lock-step sequence. Students may not drop from any required didactic or fieldwork course. A student may not drop a class or fieldwork due to unsatisfactory performance."

If a placement is discontinued at any point prior to or at the end date of placement due to unsatisfactory performance, the student will receive a "no credit" grade in the fieldwork II course and be placed on probation. Continuance in the program is subject to review by the OTAEC.
Students are allowed to repeat only one Fieldwork II placement for which they have received a "no credit" grade. If the repetition or subsequent Fieldwork II placement is failed, the student will be dismissed from the program." (OTAEC is our advisory and evaluation committee that is made up of faculty from several disciplines)

**Certification and Licensing:** In order to be eligible for professional practice, student must successfully complete the academic and Level 2 fieldwork placements. Once eligible, the student must sit for the National Board Certification Exam. See [National Board for Certification in Occupational Therapy](http://www.nbcot.org/) for details and fees.

Licensure may be required depending on the state that the student wishes to practice. In the state of Washington, a license must be obtained to practice. See [Washington State Department of Health](http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/OccupationalTherapist/ApplicationsandForms.aspx) for more details and fees.

Certification and Licensure procedures will be discussed and reviewed in OT 245, OT 250 and OT 251.

**Professional Conduct:** Students are held all standards/policies as defined in this handbook, including but not limited to Health Sciences Policies regarding professional behaviors, impaired student, and electronic device and social media use.

In addition, HIPAA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.

Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself and others privacy, and confidential information.

There is no such thing as a “private” social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information, including deleted postings. If you feel angry or passionate about a subject, it’s wise to delay posting until you are calm and clear-headed. Think twice before posting. If you are unsure about posting something or responding to a comment, ask your faculty. If you are about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.

Future employers hold you to a high standard of behavior. By identifying yourself as a Green River Community College student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals. OTA students are preparing for a profession which provides services to a public that also expects high standards of behavior.

- Respect your audience.
- Adhere to all applicable college privacy and confidentiality policies.
- You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).
- Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.
- Monitor comments. You can set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also
allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.

- Don’t use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.

You are responsible for regularly reviewing the terms of this policy.

**Consequences:** Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences. The consequences, as you know, are severe and are cause for program dismissal.

For more information go to:

Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program. Respect all confidential information regarding patients/clients in accordance with HIPAA guidelines. Confidential information should not be shared outside of the clinic and classroom environment, including social media.

**Students Shall:**

- Only perform those therapeutic procedures for which they are competent and for which they have been specifically instructed under appropriate supervision. Students should always consult with a fieldwork educator if in doubt regarding a procedure or treatment.
- Respect the skills and competencies of other health care members involved in patient/client care. They should be supportive of the efforts by these members to provide quality patient care.
- Respect a patient's/client's right to privacy. The patient's/client's opinions should be treated with respect.
- Respect a patient's/client's family with respect and consideration. Students should convey only medical information pertaining to Occupational Therapy to the families. Students should consult with their supervisors if in doubt as to the extent of information that should be given.
- Comply with all clinical policies regarding dress code, attendance, working hours, and any other specific policies pertaining to clinical behavior.
- Students with disabilities are strongly encouraged to discuss disclosure of disability to fieldwork sites with the Green River Community College OTA Fieldwork Coordinator. If students are requiring reasonable accommodations, on fieldwork they must have documentation from the Green River Community College Disability Support Services Coordinator and must self-disclose disability to fieldwork site prior to fieldwork start time.

**Role of the Academic Fieldwork Coordinator:** The academic fieldwork coordinator, under the direction of the program director, has the primary responsibility for coordinating clinical courses, arranging scheduling with the clinical sites and representing the college in contractual agreements. The academic fieldwork coordinator may assist in managing conflict resolution, and may provide indirect supervision of students in the clinical setting in collaboration with the clinical supervisor. The academic fieldwork coordinator will be responsible for communicating with the fieldwork site via email, phone conference or face to face meetings.
Role of the Clinical Fieldwork Educator: The clinical fieldwork educator is the individual at each clinical site who is responsible for managing the clinical education and supervision of the occupational therapy assistant students and who communicates with the academic fieldwork coordinator and faculty at GRCC. The clinical fieldwork supervisor coordinates the contractual agreement, scheduling of students, and assigns students to clinical instructors. The clinical fieldwork educator usually provides the student with the “first day” orientation, and may be involved in the evaluation process and conflict resolution process.

Assignment of Student to Fieldwork Site: It is the intent of the program to provide the student with a wide variety of experiences to allow for practical application of their academic work. Every effort is made to place the student in a variety of practice settings and that at least one fieldwork experience (either Level 1 or Level 2) has a focus on psychological and social factors that influence the ability to engage in occupation. The program takes into consider the following factors of the site, pace, CI teaching style, and clientele, in order to make the best match for student to successfully complete the experience. This, however, cannot be guaranteed and is dependent on the available sites, student performance and behavior. The process of the placing the student is as follows:

1. Faculty in Therapeutic Activities 1 & Therapeutic Activities 2 is responsible for assigning the student to Non Traditional site.
2. The AFWC is responsible for assigning the student to the traditional Level 1 (2) and Level 2 site.
3. Each student completes a Preference sheet, a communication tool between the student and AFWC to determine prior experience in practice setting and request for Level 2 FW experience and preferable location. The information on the preference form is taken into consideration when selecting a site for the student; however, it is also dependent on the type and number of sites available to the OTA program. At any time during the program the student is encouraged to email the AFWC with any changes in preference or location so that it can be considered when assigning the placement.
4. In addition to the student preference, previous feedback from advising academic performance and professional behavior are considered when matching the student to the sites.
5. The AFWC reviews the site assignments with the OTA faculty to ensure a best match has been made although not guaranteed.
6. Upon acceptance of the student, the AFWC will request the following documents be initiated by the site: AOTA FWD form, Timelines and Objectives. These forms should be sent to the AFWC yearly.
7. The Fieldwork Educator will demonstrate full intent to complete necessary form or request assistance from the AFWC to complete these forms and or develop their program.
8. The student and each clinic will receive a confirmation of students to expect for the requested fieldwork dates 4-6 weeks prior to the start of the quarter, unless notified by AFWC.
9. In the event that the student’s clinical is cancelled, the AFWC will contact facilities to see if arrangements can be made to accommodate the student.
10. Under no circumstances are students to make arrangements for their fieldwork experiences. This should be under the direction of the AFWC.
11. Students are expected to find their own transportation and living arrangements for all fieldwork placements. Students can anticipate at least a 90 minute commute 1 way to their clinical placement.
**Description of the Student Clinical Program:** The OTA students at Green River Community College receive a comprehensive amount of Level I fieldwork prior to the full-time more intensive practical experiences gained in the Level II OT 250 and OT 251 courses. Each student spends one quarter in each of the following areas: A long-term care facility, a pediatric or developmental disabilities facility; a hospital or home health agency; or a work rehabilitation facility. With each FW experience, students are also concurrently enrolled in a course, face to face for Level 1, online for Level 2, to enhance the application of information observed. The clinical program is as follows:

**Fieldwork Levels - Fieldwork courses are Pass/Fail based on the numeric score given by the clinical instructor**

**Level I:** The AOTA Standards describe the goal of Level I Fieldwork "to introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients." Level I Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process."

Services may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental health centers, and therapeutic activity or work centers are among the many possible sites. Level I Fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations; age-specific or diagnosis-specific clients.

Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to, academic or fieldwork educators, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, etc. The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level I Fieldwork experience.


Supervised hands on experience is recommended during Level 1 experiences, however, we recognize that hands on experience will vary according to the standards set by the site. When taking concurrent courses, both courses must be passed in order to progress through the program.

**OT 105/177:** This is the student’s first Level 1 experience since starting the OTA program. The student is required to complete 30 hours over the course of the academic quarter. While participating in FW, the student is required to enroll in OT 105. The instructor for this course is the AFWC. Reflections of the experience are shared, the application of the OTPF is discussed, and documentation is practiced.

**OT 225/178:** This is the student’s second Level 1 experience. The student is required to complete 32 hours during a designated week during the academic year. The student is also concurrently enrolled in OT 225, the instructor for this course is the AFWC. This course is intended to provide the student with activities to enhance the application of the academic information and observation learned in clinic.

The OTA program faculty at GRCC realizes that it is sometimes not possible and/or practical for the clinics to provide opportunities to meet all stated objectives. This situation may be especially true for an OT 105 student who has not had prior clinical experience.
OT 235 Activities I have non-traditional fieldwork in Adult Day Health and Long Term Care settings in activities departments.

OT 200 Activities II Service Learning is imbedded in the class focusing on Transition to Work settings, students have opportunities for “hands on” experience.

Eligibility for Placement to Level 2: Students must complete all required supporting and occupational therapy courses prior to Level 2 Fieldwork placements. Failure to do so will result in delay of Fieldwork assignments. No exceptions will be made. All students must complete fieldwork within 18 months of completion of OTA academic coursework.

Level 2: The Level II Fieldwork experience, an integral part of OT education, should be designed to promote clinical reasoning and reflective practice, to support ethical practice through transmission of the values and beliefs of the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to expand knowledge and application of a repertoire of occupational therapy assessments and interventions related to human occupation and performance. Through the fieldwork experience, students learn to apply theoretical and scientific principles learned in the didactic portion of the academic program to address actual client needs and develop a professional identity as an occupational therapy practitioner within an interdisciplinary context. The fieldwork experience shall meet requirements in accordance with the Standards for an Accredited Educational Program for the Occupational Therapist and/or the Standards for an Accredited Educational Program for the Occupational Therapy Assistant (AOTA, 2012).

Level II Fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupations. Throughout the fieldwork experience, the fieldwork educator should structure opportunities for informal and formal reflection with the student regarding the OT process in action with the client population. The OT and OTA student should have the opportunity to develop increased knowledge, attitudes, and skills in advocacy, administration, management and scholarship. Skills in administration and management may be attained through the actual supervision of support staff, volunteers, or Level I Fieldwork students in certain tasks or work assignments and involvement in administrative/staff/team meetings. Scholarship may be enhanced as students learn to use evidence to inform their professional decision making and to generate new evidence through independent or collaborative research at the fieldwork site. This may be accomplished through investigation of the effectiveness of an intervention, the reliability, validity or utility of assessment tools, and publication or presentation of scholarly work. Inter-professional practice competencies should be encouraged throughout the fieldwork experience through engagement of OT and OTA students in interactive learning with students of different professions.

http://www.aota.org/-/media/Corporate/Files/AboutAOTA/OfficialDocs/Position/Fieldwork-Level-II-2012.PDF

OT 250/277 and OT 251/278: Students in the OTA program are required to complete two 10 week or 400 hours fieldwork experience. During each fieldwork (OT 277 and 278) the student is also required to enroll in an online course (250 or 251) which provides students a forum to share experience, and assignments that provide the student with an opportunity to reflect on their experience, develop a professional plan and prepare for the NBCOT exam.
Upon completion of Level 2 Fieldwork, student will demonstrate entry-level skills in the following areas:

1. Selecting and utilizing appropriate information from data sources to assist in evaluation, treatment planning and treatment implementation procedures.
2. Observation, interviewing, and assessment techniques and reporting results to the supervising OT.
3. Selecting and implementing relevant adjunctive, enabling, or purposeful activities and occupations appropriate to the needs of the client.
4. Utilizing appropriate research, literature and other resources.
5. Recognizing when to report the need for re-evaluation and treatment plan changes to supervising therapist.
6. Observing and adhering to the safety needs of clients.
7. Orientating client, family members, and other health team professionals to the need for and purpose of occupational therapy.
8. Communicating effectively with supervisor, staff members, and clients.
9. Maintaining accurate written records and reports.
10. Budgeting time, maintaining equipment and supplies.
11. Initiating further learning experiences.
12. Modifying behavior in response to feedback from supervisor.
13. Maintaining a professional attitude with clients, staff and other health care team members.
14. Adhering to the ethics of the profession and the policies and procedures of the facility.
15. Exhibiting an ability to work with culturally diverse clients, families, and staff.

Fieldwork Objectives: The purpose of a Level I Fieldwork experience is to provide the OTA student with an opportunity for exposure to occupational therapy intervention and programming in order to emphasize professional development, therapeutic use of self, safety, application of OT knowledge and clinical reasoning, communication and commitment to education. Students will benefit from appropriate active hands-on participation to be well prepared for the next level of fieldwork.

The student will:

- Observe the application of purposeful and meaningful occupation in OT practice settings.
- Demonstrate professional behaviors that assist the student to develop an emerging identity as a professional and an occupational therapist.
- Demonstrate the development of sound clinical reasoning and problem-solving skills.
- Demonstrate an application of academically acquired knowledge of occupational therapy into practical skills.
- Be able to explain the role of OT within the practice setting, in terms and language that are clearly understood by the recipient.
- Explain how and why occupation is used as a means to an end.
- Explain how and why occupational therapy practitioners are client-centered.
- Demonstrate consistent adherence to professional ethics, codes and adherence to HIPAA regulations for patient confidentiality at all times.
• Interact professionally and respectfully with patients, families, and staff.
• Have an understanding of the role of other professionals on the team
• Consistently display sensitivity to clients values (cultural, religious, social).
• Utilize infection control precautions and procedures.
• Maintain clear and orderly work area by returning equipment and supplies
• Identify the purpose of common medical equipment and supplies in the fieldwork setting
• Use sound judgment in regard to safety of self and others during all fieldwork-related activities.
• Consistently report to fieldwork on time.
• Follow policies and procedures regarding dress, attendance and professional behavior.
• Participate fully in fieldwork responsibilities and supervisory relationships.

In general, the student will be given the opportunity to learn through observation, reading chart notes, and hands-on as appropriate and directed by supervisor; to develop a basic comfort level with an understanding of the needs of clients.

The student will be exposed to a variety of diagnoses; will learn the role of OT, similarities and differences and how we collaborate with the other disciplines.

Procedure for Student Evaluations:
Level I: A midterm and final evaluation must be completed.

Midterm Evaluation: The student should meet with the fieldwork supervisor in the fifth week, midway through the Level I fieldwork experience or upon completion of approximately 15 hours of fieldwork experience. This meeting should consist of the fieldwork supervisor’s appraisal of the student’s work. The Level I Fieldwork Evaluation Form may be used. The student and the supervisor should collaboratively discuss strengths and areas of improvement. This format should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve desired competence. A copy does not need to be sent to GRCC unless the student’s performance is unsatisfactory. However, if the student is failing at any point during the fieldwork experience the GRCC Academic Fieldwork Coordinator should be contacted immediately.

Final Evaluation: In the last week or day of FW1 of the fieldwork experience the supervisor fills out the “Level I Fieldwork Evaluation Form for Occupational Therapy Assistant Students” and schedules a final conference with the student.

Please note: To pass, the student must be given a score of 3 or above on numbers 1, 6, 8, 9, 13, 14, and 15 of the evaluation form, these numbers have been marked with an asterisk (*), AND total points must be 60. See the Fieldwork Level I Evaluation Form for details.

At the final conference the supervisor reviews the student’s evaluation with the student and the student signs the last page of the form. The student is given a copy of his/her evaluation so that it can be included in their professional portfolio. The original evaluation form should be placed in a sealed envelope with the Fieldwork Instructor’s signature on the seal. The student is responsible for delivering the sealed envelope to the AFWC by the specific date designated by the AFWC. In the event that the Fieldwork Educator prefers to send the form, a scanned copy must be sent to the AFWC in order to verify successful completion of FW by the designated date. The originals can be mailed to the address below within one week of the
student’s fieldwork completion date. It is highly recommended that the site maintain a copy for their reference. Note that without the evaluation the student’s grade will not be posted.

Fieldwork Coordinator
Occupational Therapy Assistant Program
Green River Community College
12401 S. E. 320th Street, Mail Stop: SC
Auburn WA 98092-3699

The original copy of the Evaluation will be placed in the student’s file. At the time of the student’s final conference with the fieldwork supervisor, the student submits and discusses the “Student Evaluation of Fieldwork Experience.” The student is responsible for returning this form to the GRCC Occupational Therapy Program. A grade will not be assigned for the fieldwork experience until the Fieldwork Coordinator receives both the fieldwork evaluation form and the student evaluation form. The feedback is reviewed by the AFWC to ensure that the fieldwork experience was an integral part of the educational process.

NOTE: In accordance with the Buckley Amendment, a student may only obtain a copy of his/her evaluation from the clinical fieldwork supervisor.

Level II: A midterm and final evaluation must be completed.

Midterm Evaluation: The student should meet with the clinical fieldwork supervisor midway through the Level II fieldwork experience or approximately during the fifth week. This meeting should consist of the fieldwork supervisor’s appraisal of the student’s work using the Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student. It might also be helpful for the student to complete a Self-Evaluation of his or her own performance. The student and fieldwork educator collaboratively develop a plan that would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence. A copy does not need to be sent to GRCC unless student performance is unsatisfactory. However, if a student is failing at any point during the fieldwork experience, the GRCC Academic Fieldwork Coordinator should be contacted immediately.

Final Evaluation: During the tenth week of the fieldwork experience the clinical fieldwork supervisor fills out the AOTA Fieldwork Evaluation Form for Occupational Therapy Assistant Students and schedules a final conference with the student. The evaluation form is provided by the Fieldwork Coordinator. Because no part of this evaluation may be reproduced, this form has not been included in the manual.

The form should be completed according to the directions for rating student performance found in the evaluation document. The recommended final score for passing is 70 and above. If the student is failing at this point during the fieldwork experience, please contact the GRCC Fieldwork Coordinator immediately.

At the final conference the supervisor reviews the student’s evaluation with the student and has the student sign his/her name on the first page of the form. The original AOTA Performance Evaluation form and the Student Evaluation of the FW experience should be forwarded to the GRCC OTA Program. The student should be given a copy of both documents to place in their Professional Portfolio. It is recommended that the site also keep a copy of both documents. Grades will be posted once the AFWC receives the originals of both
forms. It is highly recommended that both forms be placed in a sealed envelope with the Fieldwork Educators signature on the seal, and delivered by the student. If mailing is a preferred, a scanned copy MUST be sent to the AFWC by the designated time set. If mailing the document is your preferred method, please mail it to the address below by the agreed date set. Please note that the student’s grade will not be posted until the evaluation is received.

Academic Fieldwork Coordinator  
Occupational Therapy Assistant Program  
Green River Community College  
12401 S.E. 320th Street, Mail Stop: SC  
Auburn, WA 98092-3699  

The original copy of the student’s performance evaluation will be placed in the student’s file. The Student’s Evaluation will be kept in the site’s file at the college for other student’s to review in preparation for fieldwork experience. Note: In accordance with Buckley Amendment, a student may only obtain a copy of his/her evaluation from the clinical fieldwork supervisor.
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B. Clinical Passport Requirements
C. Conviction/Criminal History Disclosure Form
D. FERPA Release
E. Hold Harmless/Personal Responsibility of Healthcare Costs
F. Photo/Video Release
G. Mailbox Procedures and Key Policy Acknowledgement
H. Doctor’s Clearance and/or Release Following Illness or Injury
I. Health Sciences Programs GPA Conversion Table
J. Learning Contract

SPECIFIC TO OCCUPATIONAL THERAPY ASSISTANT PROGRAM
K. Student Assessment of Program Performance and Professional Behaviors
L. Program Policy Acknowledgment
M. Essential Functions
N. Fieldwork Preference Questionnaire
O. Fieldwork Agreement
P. Level I Fieldwork Evaluation
Q. Level II Fieldwork Evaluation
R. Student Evaluation Of Level I Fieldwork Experience
S. Student Evaluation of Fieldwork Experience
APPENDIX A

HEALTH SCIENCES PROGRAMS – OTA PROGRAM

ACKNOWLEDGEMENT OF HANDBOOK AND REQUIREMENTS/POLICIES

The OTA faculty wants to provide information to you for a successful start into the program. Each student has received a copy of the OTA Student Handbook in which the program essentials of practice are located. Your signature below indicates that you have read, understand, and agree to comply with those essentials.

You have received a list of program requirements and understand all items are required to be current.

By signature below, I certify that I have received a copy and sought clarification of the OTA Student Handbook and its contents which outlines privileges and obligations as a student. I have read and familiarized myself with the information in this handbook and understand that it constitutes the personnel policies of this program and that I am governed by them including but not limited to the following:

(Complete with the page number in the Handbook and initial understanding of policy)

Health Sciences Policies
- Student Rights and Responsibilities (Pages ___________)
- Clinical Placement Policy (Pages ___________)
- Impaired Student Policy (Pages ___________)
- Professional Behaviours Policy (Pages ___________)
- Electronic Device and Social Media Use Policy (Pages ___________)

Occupational Therapy Assistant Program Specific Policies
- Class Attendance, Grades, Lab Classes, Conferences and Guidance, Academic Honest, Fieldwork Experience, Clinical Behavior, Application for Graduation and Licensure, and General Information. (Pages ___________ through ___________)
- Essential Functions for the Occupational Therapy Assistant Student (Appendix ______)

I have read the entire Student Handbook and understand my responsibilities as a student of Green River Community College Health Sciences Occupational Therapy Assistant Program and that I am to be accountable for the policies and practices set forth and agree to comply with the program requirements and contents thereof.

I also understand that violation of any of the rules and regulations set forth therein can subject me to discipline and/or being withheld from progressing in my program. Since the information in this handbook is subject to change/revision, it is understood that any policy changes supersede or eliminate the policies listed in this handbook. It is understood that any changes will be clearly communicated in writing to students enrolled in the Program and I am responsible for remaining current.

I have received program course information. I am aware that I can find the Green River Community College Catalog online at http://www.greenriver.edu.

___________________________________
Name of Student (printed)

___________________________________   ___________________________________
Signature      Date
APPENDIX B
Clinical Placement Northwest Collaborative
Student/Faculty
Clinical Passport Requirements

By contract with your academic institution, all students and faculty participating in patient care experiences must meet the following health and safety requirements. The academic institution is responsible for ensuring that requirements have been met prior to participation in patient care/clinical experience. Records will be kept at the academic institution and random review by the clinical affiliates will occur on a regular basis. Documentation must meet requirements at all times. Required immunizations must include mm/dd/yyyy if available.

**Student/Faculty Name:**

**College:**

**Program:**

These requirements are in place for the health and safety of students, faculty and their patients.

### TUBERCULIN STATUS

- If no previous records or more than 12 months since last TST → 2 step TST OR
- Quantiferon (QFT) TB Gold test within 12 months OR
- If negative TST within 12 months → one step TST OR
- If newly positive TST → F/U by healthcare provider (chest X-ray, symptoms check and possible treatment documentation of absence of active M. TB disease) and need to complete health questionnaire
- If history of positive TST → provide documentation of TST reading, prove of chest X-ray documenting absence of M. TB, medical treatment and negative symptom check OR
- If history of BCG vaccine → QFT. If negative → OK; If positive → do Chest X-Ray

### HEPATITIS B

- Series of 3 vaccines completed at appropriate time intervals and post vaccination titer at 6-8 weeks after series completion
- If negative titer, then repeat series (consisting of doses 4-6) and repeat titer 6-8 weeks after #6 dose. OR
- Provide documentation of positive titer (anti-HBs)

**MMR** (Measles, Mumps, Rubella)

- Proof of vaccination (2 doses at appropriate intervals) OR
- Proof of immunity by titer

**VARICELLA** (Chicken Pox)

- Proof of vaccination (2 doses at appropriate intervals) OR
- Proof of immunity by titer

**TETANUS, DIPHTHERIA, PERTUSSIS (Tdap)**

- Tdap **required** once
- Td required every 10 years after Tdap

**CPR**

- American Heart Association BCLS Healthcare Provider Certificate

### SUBMITTED ONCE

### SUBMITTED EVERY YEAR

### TUBERCULIN STATUS

- Annual TST OR
- Annual Quantiferon TB Gold test OR
- If newly positive TST results → F/U with healthcare provider (chest X-ray, symptoms check and possible treatment documentation of absence of active M. TB disease) and may need to complete health questionnaire.
- Previously documented +TST results and prior negative chest X-ray results: submit annual symptom check completed within one year from healthcare provider.

### INFLUENZA

- Proof of annual vaccination(s) OR
- Signed waiver for student/faculty who decline vaccination

Specific healthcare institutions may require vaccination without exception (i.e., no waiver)

### BACKGROUND CHECKS

- National Criminal Background Check and Washington State Patrol Background Check (WATCH) upon admission/readmission and reentry/hire to nursing program to include all counties of residence, all Washington State counties per RCW 43.43.830 and OIG and GSA screens. Excluded provider search on OIG
  [http://exclusions.oig.hhs.gov/search.aspx](http://exclusions.oig.hhs.gov/search.aspx)
  GSA [http://www.sam.gov](http://www.sam.gov)
- Washington State Patrol Background Check (WATCH) per RCW 43.43.830 through RCW 43.43.842 annually thereafter

### LICENSE

- If faculty licensed or certified as RN, LPN, or NAC in Washington State
  - Current
  - Unencumbered

### INSURANCE

- Professional Liability $1,000,000/3,000,000 policy

### ADDITIONAL REQUIREMENTS (if applicable)

Some healthcare settings may have additional requirements, such as the following:

- Vehicle Insurance (for access to VA & Military Facilities)
- Personal Health Insurance
- Drug Screen
- Hepatitis A Vaccine
- Current First Aid Card
- Proof of U.S. Citizenship
- Color Vision Test

Students and Faculty will be informed prior to clinical experience if optional or additional requirements need to be met.
**Clinical Placement Northwest Collaborative**  
**Student/Faculty**  
**Clinical Passport Requirements**

**Student/Faculty**

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<th>College:</th>
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**Form verified by:**

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By contract with your academic institution, all students and faculty participating in patient care experiences must meet the following health and safety requirements. The academic institution is responsible for ensuring that requirements have been met prior to participation in patient care/clinical experience. Records will be kept at the academic institution and random review by the clinical affiliates will occur on a regular basis. **Documentation must meet requirements at all times.** Required immunizations must include mm/dd/yyyy if available.

### SUBMITTED ONCE

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<tr>
<th>TUBERCULIN STATUS</th>
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| A. Two-step TST 1) Skin Test #1 Date_________ Result: Neg____Pos____mm____  
2) Skin Test #2 Date_________ Result: Neg____Pos____mm____ |
| OR | B. QuantiFERON (QFT) Date_______ Result:_______ |
| OR | C. If New Positive/Exam/X-ray Date_______ |
| OR | D. Positive TST/Negative X-ray Date_______ |

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<tr>
<th>HEPATITIS B</th>
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<tbody>
<tr>
<td>(3 primary series shots: [at 0,1,6 mo] plus titer confirmation (6-8 weeks later))</td>
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<tr>
<td>A. Vaccination Dates</td>
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| 1) ____________  
2) ____________  
3) Immunity confirmed by titer Date_________ OR |
| B. If negative titer after initial series of 3 vaccines, then vaccines #4-#6 |
| 4) ____________  
5) ____________  
6) ____________ |
| C. Immunity confirmed by titer Date_________ OR |
| D. Had the disease Date_________ |

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<tr>
<th>MMR (Measles, Mumps, Rubella)</th>
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<tr>
<td>A. Vaccination Dates</td>
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| 1) ____________  
2) ____________ OR |
| B. Immunity by titers: Measles Date_________  
Mumps Date_________  
Rubella Date_________ |

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<tr>
<th>VARICELLA (Chicken Pox)</th>
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<tbody>
<tr>
<td>A. Vaccination Dates</td>
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| 1) ____________  
2) ____________ OR |
| B. Immunity by titer Date_________ |

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<th>TETANUS/DIPHTHERIA/PERTUSSIS</th>
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| A. Tdap Date_________  
B. Td Date_________ |

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<th>AHA BCLS Healthcare Provider Certificate</th>
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<td>Expiration Date_________</td>
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### SUBMITTED EVERY YEAR

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<th>TUBERCULIN STATUS</th>
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| A. Annual TST  
Date_______ Result: Neg____Pos____mm____ |
| OR | B. Annual QuantiFERON (QFT)  
Dates__________,__________,__________ |
| OR | C. If New Positive/Exam/Chest X-ray  
Exam Date_________ X-ray Date_________ |
| OR | D. Known Positive/Possible Treatment/ Annual Symptom Check from Health Care Provider Date_________ |

<table>
<thead>
<tr>
<th>INFLUENZA</th>
</tr>
</thead>
</table>
| A. Proof of annual vaccination  
Date 1_______Date 2_______Date 3_______ OR |
| B. Signed waiver  
Date 1_______Date 2_______Date 3_______ |

<table>
<thead>
<tr>
<th>BACKGROUND CHECK (including Disclosure Statement)</th>
</tr>
</thead>
</table>
| A. National Criminal Background Check including Excluded Provider Search on OIG and GSA upon admission  
Date_________ |
| B. Washington State Patrol Check (WATCH) upon admission and annually  
Dates__________,__________,__________,__________ |

<table>
<thead>
<tr>
<th>LICENSE (RNs, LPNs, NACs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. WA State Exp. Date_________ OR</td>
</tr>
<tr>
<td>B. Not Applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSURANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Professional Liability Policy Date_________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDITIONAL REQUIREMENTS (if applicable)</th>
</tr>
</thead>
</table>
| A. Vehicle Insurance Date_________  
B. Personal Health Insurance Date_________  
C. Drug Screen Date_________  
D. Hepatitis A Vaccine Two doses  
Dates: 1._________ 2._________  
E. Current First Aid Card Date_________  
F. Proof of U.S. Citizenship Date_________  
G. Confidentiality Statement Date_________  
H. Color Vision Test Date_________ |

*This is not a comprehensive list; there may be more items.*
# Green River Community College Health Sciences Programs

## Conviction/Criminal History Disclosure Form

Health Sciences Programs review conviction/criminal history records when considering individual for admission and continuation. These reviews are carried out because they relate to the essential qualifications of potential and continuing students under the Program’s curriculum standards, as well as to the safety and security of patients and public. The Washington State Child and Adult Abuse Information Law RCW 43.43.830-842, requires that anyone with unsupervised access to certain vulnerable populations be screened for specific information about any convictions for crimes against persons and crimes relating to financial exploitations, and for findings in related actions and proceedings. Health Sciences Programs involve unsupervised access to populations defined by this law. In addition, certain criminal convictions and certain court administrative determinations may preclude completion of the clinical portion of the curriculum. Clinical training sites are precluded by law from allowing persons with certain convictions histories to have unsupervised access to these vulnerable populations. Contracts with clinical training sites require Health Sciences Programs to assure that its students have been screened.

Conviction information, including information regarding certain court and administrative determinations, must be disclosed and verified before an applicant or student can be considered for enrollment or continuation in the Program. A conviction/criminal history record does not necessarily disqualify an individual from admission or continuation. Conviction/criminal history records must be verified through a private national background check agency specified by the program. Admission and/or continued enrollment is subject to a satisfactory background check review. Individuals who do not sign this Conviction/Criminal History Disclosure Form will not be considered for admission or continuation. Questions about the use of conviction/criminal history information may be referred to the Program Director/Coordinator or Dean of Nursing, Health Sciences and Education.

### I. CRIMES AGAINST PERSONS AND CRIME RELATING TO FINANCIAL EXPLOITATION

<table>
<thead>
<tr>
<th>Crime Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arson (1st Degree)</td>
<td>Custodial Interference (1st, 2nd Degree)</td>
</tr>
<tr>
<td>Assault (Custodial)</td>
<td>Extortion (1st, 2nd, 3rd Degree)</td>
</tr>
<tr>
<td>Assault (Simple or 4th Degree)</td>
<td>Forgery</td>
</tr>
<tr>
<td>Assault (1st, 2nd, 3rd Degree)</td>
<td>Incest</td>
</tr>
<tr>
<td>Assault of a child (1st, 2nd, 3rd Degree)</td>
<td>Indecent Exposure (Felony)</td>
</tr>
<tr>
<td>Burglary (1st degree)</td>
<td>Indecent Liberties</td>
</tr>
<tr>
<td>Child Abandonment</td>
<td>Kidnapping (1st, 2nd Degree)</td>
</tr>
<tr>
<td>Child Abuse or Neglect (RCW 26.44.020)</td>
<td>Malicious Harassment</td>
</tr>
<tr>
<td>Child Buying or Selling</td>
<td>Manslaughter (1st, 2nd Degree)</td>
</tr>
<tr>
<td>Child Molestation (1st, 2nd, 3rd Degree)</td>
<td>Murder (Aggravated)</td>
</tr>
<tr>
<td>Communication with a Minor</td>
<td>Murder (1st, 2nd Degree)</td>
</tr>
<tr>
<td>Criminal Abandonment</td>
<td>Patronizing a Juvenile Prostitute</td>
</tr>
<tr>
<td>Criminal Mistreatment (1st, 2nd Degree)</td>
<td>Promoting Pornography</td>
</tr>
</tbody>
</table>

Have you ever been convicted of any of the following crimes? If **YES**, please check all that apply and provide detailed information in section VI.

- Arson (1st Degree)
- Custodial Interference (1st, 2nd Degree)
- Prostitution
- Promoting Prostitution (1st Degree)
- Forgery
- Rape (1st, 2nd Degree)
- Rape of a Child (1st, 2nd, 3rd Degree)
- Incest
- Robbery (1st, 2nd Degree)
- Selling/Distributing Erotic Material to a Minor
- Sexual Exploitation of a Minor
- Sexual Misconduct with a Minor
- Theft (1st, 2nd, 3rd Degree)
- Unlawful Imprisonment
- Vehicular Homicide
- Violation of Child Abuse Restraining Order

### II. RELATED PROCEEDINGS

Have you ever been found in a dependency action, domestic relations proceeding, disciplinary board hearing, or protection proceeding to have: sexually assaulted or exploited, sexually or physically abused a minor or developmentally disabled person OR to have financially exploited or abused a vulnerable adult? If **YES**, please provide detailed information in Section VI.

### III. DRUG-RELATED CRIMES

Have you ever been convicted of a crime related to the manufacture of, delivery, or possession with intent to manufacture or deliver a controlled substance?

### IV. MEDICARE FRAUD-RELATED CRIMES

Have you been debarred, excluded or otherwise ineligible for participation in federal health care programs?

### V. HEALTH CARE LICENSURE

Have you ever had your license as a health care practitioner revoked?

### VI. FOR ALL ITEMS CHECKED IN SECTIONS I – V, PLEASE SPECIFY:

1. The specific details including the court or agency involved
2. Conviction or action date(s)
3. Sentence(s) or penalty(ies) imposed
4. Prison release date(s)
5. Current standing (e.g. parole, work release, suspended license, etc.)

Please use other side of page if necessary
**VII. GENERAL CONVICTION INFORMATION**

Aside from those crimes listed above, within the past 10 years, have you ever been convicted of or released from prison for any crimes, excluding parking tickets/traffic citations? If YES, please indicate all conviction dates, prison release date(s) and the nature of the offense(s). Please use other side of page if necessary.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Under penalty of perjury, I certify that the above information is true, correct and complete. I understand that I am obligated to notify the program within 30 days, in writing, of if I am convicted of any crime or if any of the specified court or administrative determinations are made against me during the application period and/or while enrolled as a student. I understand that any misrepresentation or omission in the above-stated information may lead to denial of admission or dismissal. I understand and agree that the Green River Community College Health Sciences may verify this information through a private national background records verification agency. I also understand and agree that admission and continuation is conditioned on the Program's receipt of a satisfactory background check report from the agency.

**Authorization for Repeat Background Checks and Dissemination of Results:**
I agree to initiate, pay for and provide the Green River Community College with repeat background check every year from the date of my admission to the Program. I authorize dissemination of my self-disclosure information, background check results, and conviction records to clinical training sites as deemed necessary by the Program during the completion of my academic program. I understand that the program will provide the records listed above only with the condition that the receiving party or parties will be notified by the Program that they may not disclose the information to other parties, in a personally-identifiable form, without my further consent, unless the other parties are otherwise eligible under federal or state law to receive the records. I further understand that any statements that I have placed in my records commenting on consented information contained in the records listed above will be released along with the records to which they relate.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Process for Background Check Review:**

1. All applicants/students submit a signed Conviction/Criminal History Disclosure Form
2. Every applicant must verify conviction/criminal history through the private national background check agency specified by the Program, by the stated deadline. Failure to comply by the deadline may disqualify the applicant from admission.
3. All continuing students must complete a repeat check every year
4. If the check is negative, the applicant may be admitted to and the continuing student may continue in the program
5. If the check is positive, the applicant/student will be asked to explain any discrepancies. This information will be reviewed by Dean of Nursing, Health Sciences and Education and the Program Coordinator and faculty. If the review indicates that the information and explanation are satisfactory, the applicant may be admitted to and the continuing student may continue in the program. If the review indicates that information and explanation are not satisfactory, the offer of admission may be withdrawn and the continuing student may be suspended or dismissed from the program
6. The Dean of Program Director/Coordinator will meet with the applicant/student and inform the applicant/student of the decision regarding the background check review verbally and in writing.
APPENDIX D

HEALTH SCIENCES PROGRAMS
FERPA RELEASE

The college as well as the your program complies with the Family Educational Rights Privacy Act or FERPA in protecting the privacy of the students it serves. In your program there are some instances whereby it is important to access and share certain information. The Program therefore requests that the students sign a waiver allowing certain information to be shared. Some examples of shared information are immunization/health records and background checks for patient care/clinical experience, written assignments utilized for teaching, students grading other student’s work, student’s progress in support courses that needs to be shared with the program director coordinator, and/or information that needs to be released in order for students to take the certification exams.

I give Green River Community College Health Sciences my permission to:

- Release records, including health and immunization history, drug screening, and background checks as necessary for participation in patient care/clinical experience
- Send my transcript to any governmental agency, or perspective employer.
- Provide prospective employers an employment recommendation.
- Provide professional associations information as necessary for participation.

I understand that my records are protected under federal and state confidentiality regulations and cannot be disclosed without my written consent. I also understand that by signing this form, I am releasing the OTA faculty and Green River Community College from any and all liability, damages, or expenses for providing the information requested.

If at a later date you no longer want to permission for any of the above, send a written notification to:

Health Sciences Coordinator
Green River Community College
12401 SE 320th Street
Auburn, WA  98092

Printed Student’s Name

Student’s Signature

Date Signed

Witnessed by/Date
(This page intentionally left blank)
APPENDIX E

HEALTH SCIENCES PROGRAMS

HOLD HARMLESS

PERSONAL RESPONSIBILITY OF HEALTHCARE COSTS

POLICY: Green River Community College encourages each student participating in a clinical/lab education program to acquire comprehensive health and accident insurance that will provide continuous coverage of such student during his or her participation in the education program. Students are informed they are responsible for their own health needs, healthcare costs and followup care, including but not limited to health issues or incidents occurring during or at community and classroom lab sites.

Please select one:

☐ Attached is a copy (both front and back) of my current health insurance card. I will supply the Health Sciences Clinical Program Specialist with a current health insurance card should my insurance change.

☐ I currently do not have any healthcare insurance. I am aware that I am responsible for any healthcare expenses that may occur during my enrollment in the program.

Emergency first aid for on-the-job injuries that may occur to students during fieldwork experiences shall be provided by the affiliating agency, however the student will assume financial responsibility for emergency care expenses incurred and agree to hold Green River Community College harmless.

By signature below, I understand the above statements and accept responsibility thereof:

Printed Student’s Name

Student’s Signature

Date Signed

Witnessed by/Date
I, the undersigned, for purposes of chapter 63.60 RCW and all other applicable laws, hereby consent to each and every use by Green River Community College, and all of its officers, employees, and agents, of each photograph, video and audio recording and any other likeness of me. Such uses may include, but are not limited to, every use in a classroom presentation, program, catalogue, schedule, newspaper, web site, brochure, advertisement, or other publication or recording that describes, portrays, publicizes or advertises the college or any college operation and every reproduction, republication, or other reuse of the same. I also hereby waive any right to compensation for such uses, and any right to inspect or approve the uses beforehand.

I further consent to the reproduction and/or authorization by Green River Community College to reproduce and use said photographs and recordings of my voice, for use in all domestic and foreign markets. Further, I understand that others, with or without the consent of Green River Community College may use and/or reproduce such photographs and recordings.

I hereby release Green River Community College, its legal representatives and all persons acting under its permission or authority, from any liability by virtue of any blurring, distortion, alteration, optical illusion, or use in composition form, whether intentional or otherwise, that may occur or be produced in taking of said picture and/or video and audio recording, or in any subsequent processing thereof, as well as any publication or other uses thereof.

If Model is under 18:

I, _____________________________________________, am the parent/legal guardian of the individual named above, I have read this release and approve of its terms.

<table>
<thead>
<tr>
<th>Model</th>
<th>Guardian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Name: __________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>Signature: ___________________________</td>
<td>___________________________</td>
</tr>
<tr>
<td>Date: _______________________________</td>
<td>___________________________</td>
</tr>
</tbody>
</table>
Health Sciences Mail Box Procedures and Key Policy

Each Health Sciences student will be assigned a locked mail box and key while enrolled in their program. The mail boxes are utilized by instructors to return exams and assignments and for correspondence with students. Your mail box is locked to maintain confidentiality and the only individuals who have access to your mail box are instructors and the Program Instructional Technician.

Upon departing your program, you must return your key to the Program Coordinator or your transcripts will be held until either the key is received or lost key payment is made.

The fee to replace a lost key is $5.00. If you need to replace your key, please first get a form from the Instructional Technician.

Your signature below indicates that you have read and are familiar with and agree to abide by the mail box and key policy.

________________________________________
Printed Student’s Name

________________________________________
Student’s Signature

________________________________________
Date Signed
(This page intentionally left blank)
APPENDIX H

DOCTOR’S CLEARANCE AND/OR RELEASE
FOLLOWING ILLNESS OR INJURY

________________________________
(print name)
is a student enrolled in the __________________ Program at Green River Community College. The student has notified the faculty that he/she has/is:

_________________________________________________________________________________.

This program includes direct client contact in a number of clinical/lab settings. The program has a standard of physical requirements students must meet to participate in the program.

- Any student with a visible injury or illness involving potential infectious disease will be required to furnish medical clearance.

- Students who are pregnant must submit a letter from their physician stating any restrictions on their activities and the estimated date of delivery.

- Letters from physicians regarding student illness, injury, or pregnancy must include specific limitations or restrictions as well as a statement defining clinical activities allowed. Any exclusion must be followed up by a written release from the student’s physician before returning to the clinical facility.

- In all cases, students must be able to meet the objectives of the course when being permitted to remain in the clinical setting.

As a result of this program requirement; Green River Community College requires a release from his/her physician/medical provider stating the student meets the essential functions/physical requirements of the program, without restrictions prior to returning to the clinical setting.

(Please see the specific essential functions/physical requirements located in either your application or student handbook.)

Physician print name: ______________________

Signature: ______________________ Date: ______________________
(This page intentionally left blank)
### APPENDIX I

#### HEALTH SCIENCES PROGRAMS GPA CONVERSION TABLE

<table>
<thead>
<tr>
<th>GPA</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>98-100</td>
</tr>
<tr>
<td>3.9</td>
<td>97</td>
</tr>
<tr>
<td>3.8</td>
<td>96-95</td>
</tr>
<tr>
<td>3.7</td>
<td>94</td>
</tr>
<tr>
<td>3.6</td>
<td>93</td>
</tr>
<tr>
<td>3.5</td>
<td>92-91</td>
</tr>
<tr>
<td>3.4</td>
<td>90</td>
</tr>
<tr>
<td>3.3</td>
<td>89</td>
</tr>
<tr>
<td>3.2</td>
<td>88</td>
</tr>
<tr>
<td>3.1</td>
<td>87-86</td>
</tr>
<tr>
<td>3.0</td>
<td>85</td>
</tr>
<tr>
<td>2.9</td>
<td>84</td>
</tr>
<tr>
<td>2.8</td>
<td>83</td>
</tr>
<tr>
<td>2.7</td>
<td>82</td>
</tr>
<tr>
<td>2.6</td>
<td>81</td>
</tr>
<tr>
<td>2.5</td>
<td>80</td>
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<tr>
<td>2.4</td>
<td>79</td>
</tr>
<tr>
<td>2.3</td>
<td>78</td>
</tr>
<tr>
<td>2.2</td>
<td>77</td>
</tr>
<tr>
<td>2.1</td>
<td>76</td>
</tr>
<tr>
<td>2.0</td>
<td>75</td>
</tr>
</tbody>
</table>
GREEN RIVER COMMUNITY COLLEGE HEALTH SCIENCES PROGRAMS LEARNING CONTRACT

Student: ___________________________  Instructors: ________________________________
Projected Completion Date: ___________________________  Course: ________________________________

<table>
<thead>
<tr>
<th>Standard to be Addressed</th>
<th>Concern</th>
<th>Resources/Strategies /Action Plan</th>
<th>Time Frame</th>
<th>Verification/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

A signature below confirms approval of the above contract and acknowledges failure to fulfill this contract will result in the student being withheld from progressing in the program.

__________________________________         ________________________       _________________________________         ___________
Student                                                                          Date                                                    Faculty                                                                 Date

____________________________________         ________________________       _________________________________     ___________
Faculty                                                                           Date                                                     Faculty                                                             Date

A signature below confirms approval of the above contract and acknowledges failure to fulfill this contract will result in the student being withheld from progressing in the program.

__________________________________         Date                                                    Faculty                                                                 Date
Student                                                                          Date

____________________________________         ________________________       _________________________________     ___________
Faculty                                                                           Date                                                     Faculty                                                             Date
# OCCUPATIONAL THERAPY ASSISTANT PROGRAM

## STUDENT ASSESSMENT OF PROGRAM PERFORMANCE & PROFESSIONAL BEHAVIORS

This form will be completed at mid-term by both the student and faculty advisor. Students submit their completed assessment at the time of advising. The purpose of the self-assessment is to promote communications skills, professional behaviors and the commitment to lifelong learning behaviors. Student will establish behavioral objectives in areas targeted for improvement.

**Student Name:** ______________________
**Evaluator:** __________________________
**Date:** ______________________________

Instructions: Review each category below and complete using the following rating scale:

1. **Does Not Meet Expectation** → needs improvement
2. **Meets Expectation** for current level of educational program
3. **Exceeds Expectation** → Critical thinking applied, professional behavior demonstrated, contributes to learning environment

*If you rate yourself at a 3, include a reason why you think you rate at this level with specific example(s) provided.*

## Commitment to Lifelong Learning Behaviors

<table>
<thead>
<tr>
<th>Initiative/Commitment to Learning</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-motivated, seeks out learning experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goes beyond what is required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays positive attitude toward learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is attentive and participates in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prioritizes self and tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Seeks assistance when necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates resourcefulness</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Manages time to meet class and clinic requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Follows directions</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Is adequately prepared for projects and presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Works effectively with others (peers and instructors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does own share of work as part of a team</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates consideration for needs of group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsive to constructive feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Communication Skills

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses professional tone of voice with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses non-judgmental language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses active listening techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to deal with conflict in professional manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses inflection and appropriate tone of voice (no sarcasm)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication is respectful of others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes appropriate non-verbal communication to augment message</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses proper grammar, spelling, and specified formats and written communication is clear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written work/assignments are completed neatly and professionally</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses professional tone in written communication with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Behaviors</td>
<td>Rationale:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends class and clinic regularly and on time – arrives early if necessary. Does not abuse break times.</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow OTA program attendance policy</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submits assignments on time</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows through with commitments and responsibilities</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wears neat, clean, and appropriate clothing for setting</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits good hygiene (hair, body odor, breath)</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No heavy perfume, after shave, or makeup</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Controls nervous habits</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comes to class on time (or calls if late or absent) prepared</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate use of cell phones, technology and social networking</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assumes responsibility for one’s own actions</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contacts faculty in timely manner for make-up work</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical Behavior</td>
<td>Rationale:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates respect for others and their property</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleans up after self and maintains resources</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains confidentiality of others (peers, clients)</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respects ideas, beliefs, and values of others</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes work independently</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses professional language; no profane language</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handles personal crises appropriately</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td>Rationale:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works in safe manner in class, lab, and clinics</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aware of safety precautions in class and clinics</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains safe work area during laboratory activities</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List a minimum of two objectives with a plan of action to achieve those goals of the course of the next quarter. Target areas that you rate at a "N" or "L". If no "Y" or "N" identified, choose other goals. Include here any pre-requisite or supporting classes that need to be completed. Supporting classes need to be completed before starting fieldwork level II. Goals established support Life Long Learning, Professional Behaviors, Communication, and success in OTA program.

<table>
<thead>
<tr>
<th>Goal/Objective</th>
<th>Plan of action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

__________________________  ____________________________
Student Signature/Date      Faculty Signature/Date

Faculty Feedback:
Occupational Therapy Assistant Program
Policy Acknowledgment

I, _________________________________, understand and acknowledge that the following policies are my responsibility to adhere to and are essential for my success in the OTA Program both in the classroom as well as the clinic.

- Attendance: Timely and consistent attendance and participation in all classes and fieldwork assignments is expected. Instructors need to be notified via phone and/or email of all urgent issues resulting in an absence prior to the class or clinic missed. In the case of multiple absences points may be deducted from your grade. Under no circumstances shall vacations be taken during the quarter, including finals week.
- Grades: Students who receive lower than a 2.0 in two or more OTA classes will be dismissed from the program. Students who are not performing to academic or professional standards will be placed on a Learning Contract.
- Electronic Device Use: Under no circumstances may a student answer a cell phone or perform texting and/or email functions during class or fieldwork time. Cell phones need to be placed in the “silent” mode prior to entering the classroom or clinic.
- Fieldwork: Placements are to be set up by the Program’s Fieldwork Coordinator. Green River Community College cannot guarantee placements at my preferred geographic locations.
  - Students who withdraw themselves from clinic placements without the knowledge of the Fieldwork Coordinator will be considered to have withdrawn from the program.
  - Students are expected to find their own transportation and living arrangements for all fieldwork placements. Students can anticipate up to an average of a 90 minute drive (one way) for Level I fieldwork and a 60 minute drive (one way) for Level II fieldwork.
  - Level 1: All students will be expected to complete part-time fieldwork experiences as assigned by the Fieldwork Coordinator during the normal business hours of the assigned clinic. While the first Level 1 experience will usually be in the Puget Sound area, we strongly encourage students to complete their second Level 1 at a facility outside of the Puget Sound area over a one week period of time. Once times are established between students and clinic supervisors then students are expected to adhere to the arranged schedule. Any changes to this schedule needs to be initiated by the clinic supervisor and not the student.
  - Level 2: All students will be expected to complete full-time work in the clinics during the last 2 quarters of the program. These placements will take place during the normal business hours of the clinic assigned. We encourage students to be open to completing either one or both of these fieldwork experiences outside of the Puget Sound area.

I understand that violation of any of the policies and rules of the OTA program, including the ones outlined above will subject me to discipline and potential dismissal from the OTA program.

______________________________________________  ___________________
Name          Date
(This page intentionally left blank)
ESSENTIAL FUNCTIONS
FOR THE
OCUPATIONAL THERAPY ASSISTANT STUDENT

Becoming an occupational therapy assistant requires the completion of an education program that is both intellectually and physically challenging. The student will be expected to acquire knowledge, motor skills, and behavior and attitudes that are necessary to provide ethical, safe, effective, compassionate patient care. The purpose of this document is to inform candidates to the occupational therapy assistant (OTA) program of the demands that they can reasonably be expected to meet, with or without reasonable accommodation, while participating in the program.

Decisions made by the candidate to enter this program should be made after careful consideration of the following technical standards. These standards reflect reasonable expectations of the OTA student for the performance of common occupational therapy functions encountered in the program. They are also reasonable expectations of employers; however, employers may have different standards. The ability to meet these standards does not guarantee employment upon graduation.

Each candidate in this Associate in Applied Science degree program should possess the following abilities and skills:

- **Motor:** The candidate should have sufficient gross and fine motor capabilities to execute the movements and skills required to provide safe and effective occupational therapy treatment. This includes, but is not limited to:
  1. Sufficient coordination, speed, strength and agility to assist and guard (protect) patients who are walking, exercising or performing other activities.
  2. Ability to adjust, move and position patients and equipment which involves bending, twisting, pushing and pulling, and reaching in order to guide, transfer and lift equipment and individuals.
  3. Ability to guide, resist, and assist patients, and to provide emergency care, which involves activities including standing, kneeling, sitting, walking and crawling.
  4. Ability and dexterity to fabricate, apply and monitor adaptive equipment, perform and demonstrate functional activities and administer components of sensory, motor and Activities of Daily Living Skills (ADL) assessments.
5. Sufficient endurance to move about a classroom or clinical environment steadily throughout the day, including movement across distances, movement from one floor to another, and negotiation of small spaces.

- **Sensory:** Candidate should have sufficient sensory abilities to assess and monitor patients, observe physical movement, participate in physical measures, and recognize and respond to patient needs and unsafe situations. Candidate should have the ability to obtain information in classroom, laboratory or clinical settings through observation, auscultation, palpation and other measures, and requires abilities including, but not limited to:
  1. Visual ability (corrected as necessary) to recognize and interpret facial expressions and body language, to observe patient performance in therapy, to read or set parameters on occupational therapy equipment, and to interpret and assess the environment.
  2. Auditory ability (corrected as necessary) to recognize and respond to verbal directions and requests, to be aware of safety mechanisms in the environment, and for effective communication between patients/families/co-workers.
  3. Tactile ability to palpate muscle contractions, to discriminate hot and cold modalities, to exert the necessary pressure to fabricate splints, and to identify joint articulations.

- **Communication:** Candidate will need to communicate effectively and efficiently with peers, faculty, patients and their families, and other health care providers orally, in writing, and non-verbally. This includes, but is not limited to:
  1. Ability to read at a level that allows the essential functions of an assignment to be completed safely and effectively.
  2. Ability to effectively articulate and interpret information to patients, family members, other health care professionals and third party payers as appropriate.
  3. Ability to recognize, interpret, and respond to nonverbal behavior of self and others.

- **Behavior:** Candidate should be capable of exercising good judgment, developing empathic and therapeutic relationships with patients and others, working in stressful situations, and tolerating close physical contact with co-workers and patients. This includes, but is not limited to:
  1. Ability to work with multiple patients/families and colleagues at the same time.
  2. Ability to work with lab partners, patients, families and others under stressful conditions, including but not limited to medically or emotionally unstable individuals, situations requiring rapid adaptations, the provision of CPR, or other emergency interventions.
3. Ability to prioritize multiple tasks, integrate information and make decisions.
4. Ability to work with individuals of varying ages and socioeconomic, ethnic and cultural backgrounds.
5. Ability to consistently provide a therapeutic presence.
6. Ability to work collaboratively with all (both male and female) OTA students and with program faculty in classroom, lab and clinical settings.
7. Ability to accept feedback and appropriately modify behavior in response to supervisory feedback.
8. Ability to demonstrate values, attitudes, and behaviors consistent with the OT Professional Code of Ethics.
9. Ability to display professional appearance (appropriate dress and personal grooming) while involved in all school, clinical, and professional activities.
10. Ability to handle personal and professional problems appropriately so they do not interfere with classroom and clinical performance.

Critical Thinking: Candidate should possess sufficient abilities in the areas of critical problem solving, reasoning, and assessment to be able to comprehend and process information in a timely manner. Candidate will be asked to prioritize, organize and attend to tasks and responsibilities efficiently. This includes, but is not limited to:

1. Ability to collect and interpret data.
2. Ability to prioritize multiple tasks, integrate information and make decisions.
3. Ability to apply knowledge from basic and technical education to the provision of occupational therapy care which includes the ability to plan and implement treatment programs that are applicable and practical and provide creative treatment alternatives.
4. The ability to problem solve in order to act safely and ethically in the occupational therapy lab and clinic.

The capstone experience of this educational program occurs during the final two quarters, when the candidate provides occupational therapy care in clinic settings under the supervision of occupational therapy practitioners. The candidate should have the capacity to complete eight to ten hour days, and 40-hour weeks, in clinical education experiences for two ten week periods. The clinical education experience provides for an integrative measure of the candidate’s capabilities, requiring that the candidate consistently demonstrate skill and proficiency of performance at the entry level of an occupational therapy assistant.
**Additional information:** In order to be eligible for placement at a clinical education site, students admitted to the program will need to:

1. Obtain certification (health professional level) in cardiopulmonary resuscitation through an approved course for health care providers.
2. Complete an approved 7-hour course for health care providers on blood borne pathogens.
3. Provide proof of health status including but not limited to proof of MMR and chicken pox vaccination, hepatitis B vaccination (or signed waiver), current tetanus immunization, and current TB test.
4. Complete a Washington State Patrol background check (Children and Vulnerable Adults Act)
5. Complete other pre-clinical screenings as needed such as drug testing and finger printing.

Candidates for the Occupational Therapy Assistant Program are required to certify that these standards have been provided to them. Applicants who believe they do not meet the standards may request accommodation. Accommodation is arranged through the Disability Support Services office. Additional information about requesting accommodation is available at [http://www.greenriver.edu/student-affairs/disability-support-services.htm](http://www.greenriver.edu/student-affairs/disability-support-services.htm).

**Database Key: Essential Functions**

**Please sign and return this portion of the document to the admissions coordinator with the application packet.**

My signature acknowledges that I have been provided with the document “Essential Functions” for OTA students and am familiar with its content. I understand that I may request reasonable accommodation if I believe I cannot meet the standards.

Name (please print): ______________________________________________________________

Signature: ___________________________ Date: _____________
Green River Community College OTA
Fieldwork Preference Questionnaire

Name: __________________________________ Anticipated Grad Yr_________ Day Hybrid
City where you currently live: _____________________________ (please notify us if you move.) Completion of this form will help the Fieldwork Coordinator make clinic assignments based on clinic availability and student needs and interests. Though every effort is made to accommodate your top preference(s), placements are dependent upon site availability during the quarter you are being assigned. Please remember that:

- Everyone will complete at least one Level II in a physical disabilities setting (acute/sub-acute care or rehab.)
- You may be required to travel one-way up to 60-90 minutes (excluding traffic issues) for your Level I and Level II Fieldwork and any fees associated with your commute will be your financial responsibility.
- Level II Fieldwork requirements must be completed within 18 months of completing academic courses.

Relocation: All students will complete a week-long Level 1 Fieldwork in Fall Quarter. You may be placed outside of the Puget Sound area for this placement. Please indicate below the areas that you would be willing to relocate for this Level I or either of your Level II Fieldworks.*

__________________________, __________________________, __________________________
*You may also be asked to provide 3-5 facilities in your chosen areas for us to contact. Do not contact them yourself. Unless we are notified of any changes to this list, you are agreeing to be placed in any location indicated above.

Setting Experience: (Check all settings in which you have had experience observing)

<table>
<thead>
<tr>
<th>Hospital</th>
<th>Psychiatric</th>
<th>Pediatric</th>
<th>Community</th>
<th>Outpatient</th>
<th>Sub-Acute/SNF</th>
<th>Other</th>
</tr>
</thead>
</table>

What is more important to you? (Check One)

☐ Completing fieldwork in my preferred type of setting. ☐ Obtaining a fieldwork close to my home city

Ages Served: (Check all age groups with which you have had previous experience)

<table>
<thead>
<tr>
<th>0-3</th>
<th>3-5</th>
<th>6-12</th>
<th>13-21</th>
<th>Adult</th>
<th>Older Adult</th>
</tr>
</thead>
</table>

Setting Preference: (Indicate your preference for the following settings with 1 = low preference to 5 = high preference)

<table>
<thead>
<tr>
<th>Hospital (Acute Care, Inpatient, Outpatient, Rehab)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychiatric Unit (ie. Western/Eastern State Hospital, Gero-Psych)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Pediatrics (ie. Children’s Therapy Center, School, Birth-Three)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Agency (Adult Day Health, Psychosocial)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outpatient (Work Rehab, Hand Therapy)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sub-Acute/SNF (Rehab Unit or Long Term Care)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (ie. Hippotherapy)</td>
<td></td>
<td></td>
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</tbody>
</table>
**Type of Supervision:** I do best when I have the following level of supervision *(Check One)*

- [ ] 1:1
- [ ] Multiple Students & 1 Supervisor
- [ ] Multiple Supervisors & 1 Student

**Additional comments/special needs or considerations:**

Student Signature: ____________________________________________  Date: ___________________
APPENDIX O

Occupational Therapy Assistant Fieldwork Agreement

I, (print name) __________________________________________, have been made aware of the following, as documented by my signature below:

1. I understand that clinical fieldwork is a required part of my academic coursework and will occur during normal day-time business hours of the clinic in which I am placed.

2. I understand that clinical fieldwork takes place in addition to scheduled class time. It is my responsibility to adjust my personal schedule in order to accommodate the availability of the clinical fieldwork site.

3. I understand that Green River Community College cannot guarantee placements at my preferred geographic locations and that up to a 90 minute drive (one way) for Level I fieldwork and up to 60 minute drive (one way) for Level II fieldwork is possible. Options to go out of our area or out of state may be arranged between students and Fieldwork Coordinator.

4. I understand that a criminal background check will be completed prior to Level I fieldwork, at my own expense. I agree to inform the Academic Fieldwork Coordinator of any new charges against me after this background check is completed. Questionable information may need to be reported to potential fieldwork sites in order for site to determine ability to accept me for assignment. If my background check reveals questionable information, I will be asked to sign a release of information to clinic site. All information will be handled as privately and confidentially as possible. I may request a copy of information being provided to the clinic.

5. I understand that a criminal history and/or positive drug screen may prevent me from being able to complete fieldwork. I will be required to disclose a positive criminal history and/or drug screen to potential fieldwork sites.

6. I understand that depending on the fieldwork site placement, I may have to have a drug screen, fingerprinting and/or additional background checks completed. I may have to pay for these screens at my own expense.

7. I understand that I am required to be in compliance with all vaccination requirements as indicated on my Student Clinical Checklist in order to be eligible to participate in Fieldwork. Vaccinations are to be covered at my own expense.

8. I understand that health insurance is recommended for Level I and Level II fieldwork and that while at the clinical site I am not considered an employee and therefore not eligible for workers compensation should I be injured. Health insurance is covered at my own expense.

9. I understand that I am required to purchase General Liability and Medical Malpractice insurance through Green River Community College’s Cashier’s Office at the beginning of each fall quarter.

10. I understand that I will be required to complete and pass all academic coursework in order to be eligible to participate in Level I and Level II fieldwork.

11. I understand that I am required to complete specific documentation requirements before my fieldwork sites will be assigned and that delays on my part to complete them will limit my choices for clinical site settings and locations.

12. I understand that Level II fieldwork requirements must be completed within 18 months of completing academic courses.

13. I understand that I am expected to portray professional behaviors as outlined by the NBCOT Code of Ethics, AOTA, and Green River and that issues related to professional behaviors have the potential to affect success in Level I and II fieldwork and the Green River Occupational Therapy Program as a whole.

14. I understand that if identified as being at risk for not successfully progressing through the OTA program, I may be asked to sign a Learning Contract at the discretion of the OTA faculty. I understand that if a Learning Contract is developed for me that I will be required to sign and satisfactorily follow it or I will not be able to continue in the program or participate in clinical fieldwork.

Student Signature: ________________________________________ Date: ________________

Witness Signature: ________________________________________ Date: ________________

Witness Printed Name: ________________________________________
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### Appendix P

**Occupational Therapy Assistant Program**  
**Level I Fieldwork Evaluation**

*Please return completed evaluation no later than: ______________________________*

Name of student __________________________________________________________

This Clinic is the student’s ___ 1st; ___ 2nd Level I Fieldwork Experience

Name of Facility _________________________________________________________

Supervisor of student ______________________________________________________

Quarter: Fall ___; Winter ___; Spring ___ – Year: 201__

**Directions:** Please rate student using the following key—

5 = **Exceeds standards:** student’s performance meet requirements for entry-level practitioner.  
This rating is rarely given and would represent the top 5% of students you have supervised.

4 = **Exceeds standards:** performance is highly skilled and self-initiated.

3 = **Meets standards:** performance is consistent with Level I fieldwork objectives.  This is a strong rating at time of final evaluation.

2 = **Needs improvement:** performance is progressing but still needs improvement at end of affiliation.  This is a realistic rating of performance at mid-term, and some ratings of 2 may be reasonable at time of final evaluation.

1 = **Unsatisfactory:** performance is below standards and requires development.  This rating is given when there is a concern about performance.

*Note: Numbers 1, 6, 8, 9, 13, 14, and 15 are marked with an asterisk (*). These areas must be rated 3 or above to pass. The student must have a total of 60 points in order to pass the fieldwork.*

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and technical skills</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>* Establishes appropriate therapeutic rapport with patient or patient group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrates appropriate response to patient behaviors</td>
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<tr>
<td>3.</td>
<td>Demonstrates knowledge of basic OT theory and therapeutic principles relative to patients’ problems</td>
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<td></td>
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<tr>
<td>4.</td>
<td>Demonstrates ability to implement assigned treatment techniques</td>
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<tr>
<td>5.</td>
<td>Selects activities that are appropriate to needs of patient or patient group</td>
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<tr>
<td>6.</td>
<td>* Observes safety precautions</td>
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<tr>
<td>7.</td>
<td>Begins treatment with adequate preparation</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Professional Behavior</strong></th>
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<tbody>
<tr>
<td>8.</td>
<td>* Arrives promptly and/or notifies supervisor if unable to attend clinic at assigned time</td>
</tr>
<tr>
<td>9.</td>
<td>* Appearance is neat, clean, and appropriate for work setting</td>
</tr>
<tr>
<td>10.</td>
<td>Budgets time</td>
</tr>
<tr>
<td>11.</td>
<td>Asks questions appropriately</td>
</tr>
<tr>
<td>12.</td>
<td>Seeks out additional tasks</td>
</tr>
<tr>
<td>13.</td>
<td>* Demonstrates professional judgment and behavior</td>
</tr>
<tr>
<td>14.</td>
<td>* Modifies behavior as result of supervision</td>
</tr>
</tbody>
</table>
15. * Takes initiative to increase learning and improve skills

16. Exhibits ability to be adaptable and flexible

**Communication Skills**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Written reports/records/journals are legible, complete, well organized, concise, and include correct grammar, spelling, and punctuation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Medical terminology is used appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>19. Communicates effectively with staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>20. Communicates effectively with patients</td>
<td></td>
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</tr>
</tbody>
</table>

**For GRCC use only**

1. What are this student’s most notable strengths?

2. What recommendations would you offer this student for improvement?

3. Other comments

______________________________________________   _____________________
Signature of supervisor       Date

______________________________________________    _____________________
Signature of student       Date

[Revised 05/2011]
LEVEL II Fieldwork Performance Evaluation

Fieldwork Performance Evaluation
For The Occupational Therapy Assistant Student

NAME: (LAST) (FIRST) (MIDDLE)

COLLEGE OR UNIVERSITY

FIELDWORK SETTING:

NAME OF ORGANIZATION/FACILITY

ADDRESS: (STREET OR PO BOX)

CITY, STATE, ZIP

TYPE OF FIELDWORK

ORDER OF PLACEMENT: 1 2 3 4 OUT OF 1 2 3 4

FROM: ____________________ TO: ____________________

DATES OF PLACEMENT

NUMBER OF HOURS COMPLETED

FINAL SCORE

PASS: ___________ NO PASS: ___________

SIGNATURES:
I HAVE READ THIS REPORT.

SIGNATURE OF STUDENT

NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

SIGNATURE OF RATER #1

PRINT NAME/CREDENTIALS/POSITION

SIGNATURE OF RATER #2 (IF APPLICABLE)

PRINT NAME/CREDENTIALS/POSITION

SUMMARY COMMENTS:
(addresses student’s clinical competence)

AOTA grants permission to photocopy the Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student for training purposes only. Teaching purposes encompass using the FWE forms in student notebooks and training manuals for clinical fieldwork sites, in training sessions for practitioners on the proper use and scoring of the forms, and for students to complete a self-analysis during their fieldwork training. Permission to use the forms must be submitted to copyright@aoa.org

1
Fieldwork Performance Evaluation
For The Occupational Therapy Assistant Student

This evaluation is a revision of the 1983 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapy Assistant and was produced by a committee of the Commission on Education.

PURPOSE
The primary purpose of the Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student is to measure entry-level competence of the occupational therapy assistant student. The evaluation is designed to differentiate the competent student from the incompetent student and is not designed to differentiate levels above entry level competence. For further clarification on entry-level competency refer to the Standards of Practice for Occupational Therapy.

The evaluation is designed to measure the performance of the occupational therapy process and was not designed to measure the specific occupational therapy tasks in isolation. This evaluation reflects the 1983 Accreditation Council for Occupational Therapy Education Standards and the National Board for Certification in Occupational Therapy, Inc. Practice Analysis results. In addition, this evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapy assistant.

USE OF THE FIELDWORK PERFORMANCE EVALUATION FOR THE OCCUPATIONAL THERAPY STUDENT
The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. The midterm and final evaluation scores will reflect development of student competency and growth. In order to effectively use this evaluation to assess student competence, site-specific objectives need to be developed. Utilize this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence.

The Fieldwork Educator must contact the Academic Fieldwork Coordinator when: (1) a student exhibits unsatisfactory behavior in a substantial number of tasks or (2) a student’s potential for achieving entry-level competence by the end of the affiliation is in question.

DIRECTIONS FOR RATING STUDENT PERFORMANCE
• There are 25 performance items.
• Every item must be scored, using the one to four point rating scale (see below).
• The rating scales should be carefully studied prior to using this evaluation. Definitions of the scales are given at the top of each page.
• Circles the number that corresponds to the description that best describes the student’s performance.
• The ratings for the Ethics and Safety items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience. If the ratings are below 3, continue to complete the Fieldwork Performance Evaluation to provide feedback to the student on his/her performance.
• Record midterm and final ratings on the Performance Rating Summary Sheet.
• Compare overall midterm and final score to the scale below.

OVERALL MIDTERM SCORE
Satisfactory Performance ............... 54 and above
Unsatisfactory Performance ........... 53 and below

OVERALL FINAL SCORE
Pass. .................................. 70 points and above
No Pass .................................. 69 points and below

RATING SCALE FOR STUDENT PERFORMANCE
4 — Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.
3 — Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.
2 — Needs Improvement: Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.
1 — Unsatisfactory: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.
RATING SCALE FOR STUDENT PERFORMANCE

4 — Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

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I. FUNDAMENTALS OF PRACTICE:
All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.

1. Ethics: Adheres consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures.

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2. Safety: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.

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3. Safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.

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4. Basic Tenets of Occupational Therapy

4. Occupational Therapy Philosophy: Clearly communicates the values and beliefs of occupational therapy, highlighting the use of occupation to clients, families, significant others, and service providers.

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5. Occupational Therapist/Occupational Therapy Assistant Roles: Communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, and service providers.

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6. Evidence-based Practice: Makes informed practice decisions based on published research and relevant informational resources.

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Comments on strengths and areas for improvement

• Midterm

• Final

• Final
RATING SCALE FOR STUDENT PERFORMANCE

4 — Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

3 — Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.

2 — Needs Improvement: Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.

1 — Unacceptable: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.

III. EVALUATION/SCREENING:
(Includes daily evaluation of interventions)

7. Gathers Data: Under the supervision of end in cooperation with the occupational therapist and/or occupational therapy assistant, accurately gathers relevant information regarding a client's occupations of self-care, productivity, leisure, and the factors that support and hinder occupational performance.

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8. Administers Assessments: Establishes service competency in assessment methods, including but not limited to interviews, observations, assessment tools, and client reviews within the context of the service delivery setting.

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9. Interprets: Assists with interpreting assessments in relation to the client's performance and goals in collaboration with the occupational therapist.

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10. Reports: Reports results accurately in a clear, concise manner that reflects the client's status and goals.

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11. Establishes Goals: Develops client-centered and occupation-based goals in collaboration with the occupational therapist.

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IV. INTERVENTION:

12. Plans Intervention: In collaboration with the occupational therapist, establishes methods, duration, and frequency of interventions that are client-centered and occupation-based. Intervention plans reflect context of setting.

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13. Selects Intervention: Selects and sequences relevant interventions that promote the client's ability to engage in occupations.

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14. Implements Intervention: Implements occupation-based interventions effectively in collaboration with clients, families, significant others, and service providers.

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</table>
15. Activity Analysis: Grades activities to motivate and challenge clients in order to facilitate progress.
   Midterm 1 2 3 4  
   Final 1 2 3 4

16. Therapeutic Use of Self: Effectively interacts with clients to facilitate accomplishment of established goals.
   Midterm 1 2 3 4  
   Final 1 2 3 4

17. Modifies Intervention Plan: Monitors the client's status in order to update, change, or terminate the intervention plan in collaboration with the occupational therapist.
   Midterm 1 2 3 4  
   Final 1 2 3 4

Comments on strengths and areas for improvement
* Midterm
* Final

V. COMMUNICATION:

18. Verbal/Nonverbal Communication: Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
   Midterm 1 2 3 4  
   Final 1 2 3 4

19. Written Communication: Produces clear and accurate documentation according to site requirements. All writing is legible, using proper spelling, punctuation, and grammar.
   Midterm 1 2 3 4  
   Final 1 2 3 4

Comments on strengths and areas for improvement
* Midterm
* Final
RATING SCALE FOR STUDENT PERFORMANCE

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   This rating is rarely given and would represent the top 5% of all the
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   This rating is infrequently given at midterm and is a strong rating at
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2 — Needs Improvement: Performance is progressing but still needs
   improvement for entry-level practice. This is a realistic rating of
   performance at midterm, and some ratings of 2 may be reasonable at
   the final.

1 — Unsatisfactory: Performance is below standards and requires
   development for entry-level practice. This rating is given when there is
   a concern about performance.

VI. PROFESSIONAL BEHAVIORS:

20. Self-Responsibility: Takes responsibility for attaining professional
    competence by seeking out learning opportunities and interactions
    with supervisor(s) and others.
    - Midterm
      1  2  3  4
    - Final
      1  2  3  4

    - Midterm
      1  2  3  4
    - Final
      1  2  3  4

22. Work Behaviors: Demonstrates consistent work behaviors including
    initiative, preparedness, dependability, and work ethic.
    - Midterm
      1  2  3  4
    - Final
      1  2  3  4

23. Time Management: Demonstrates effective time management.
    - Midterm
      1  2  3  4
    - Final
      1  2  3  4

24. Interpersonal Skills: Demonstrates positive interpersonal skills
    including but not limited to cooperation, flexibility, tact, and
    empathy.
    - Midterm
      1  2  3  4
    - Final
      1  2  3  4

25. Cultural Competence: Demonstrates respect for diversity factors
    of others, including but not limited to social, cultural, economic,
    spiritual, and lifestyle choices.
    - Midterm
      1  2  3  4
    - Final
      1  2  3  4

Comments on strengths and areas for improvement

• Midterm

• Final
## PERFORMANCE RATING SUMMARY SHEET

<table>
<thead>
<tr>
<th>Performance Item</th>
<th>Midterm Ratings</th>
<th>Final Ratings</th>
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<tbody>
<tr>
<td><strong>I. FUNDAMENTALS OF PRACTICE</strong></td>
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<tr>
<td>1. Ethics</td>
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<td>2. Safety (adheres)</td>
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<td>3. Safety (judgment)</td>
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<td><strong>II. BASIC TENETS OF OCCUPATIONAL THERAPY</strong></td>
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<td>4. OT philosophy</td>
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<td>5. OT/COTA role</td>
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<td>6. Evidence-based practice</td>
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<td><strong>III. EVALUATION/SCREENING (includes daily evaluation of interventions)</strong></td>
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<td>11. Establishes goals</td>
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<td><strong>IV. INTERVENTION</strong></td>
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<td>12. Plans intervention</td>
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<td>13. Selects intervention</td>
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<td>16. Therapeutic use of self</td>
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<td>17. Modifies intervention plan</td>
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<td><strong>V. COMMUNICATION</strong></td>
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<td>19. Written communication</td>
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<td><strong>VI. PROFESSIONAL BEHAVIORS</strong></td>
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<td>20. Self-responsibility</td>
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<td>21. Responds to feedback</td>
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<td>22. Work behaviors</td>
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<td>23. Time management</td>
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<td>24. Interpersonal skills</td>
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<td>25. Cultural competence</td>
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<td><strong>TOTAL SCORE</strong></td>
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### MIDTERM:
- Satisfactory Performance ................. 54 and above
- Unsatisfactory Performance ............. 53 and below

### FINAL:
- Pass ..................................... 70 points and above
- No Pass .................................. 69 points and below
REFERENCES


GLOSSARY

Activity Analysis: "A way of thinking used to understand activities, the performance components to do them, and the cultural meanings typically ascribed to them" (Weisbott and Credieu, 1996; Waddell and Spornshey's Occupational Therapy, 9th ed., p. 265)


Collaborate: To work together with a mutual sharing of thoughts and ideas (ACOTE Glossary)

Competency: Adequate skills and abilities to practice as an entry-level occupational therapist or occupational therapy assistant


Evidence-based Practice: "Consistent, explicit, and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based (health care) means integrating individual clinical expertise with the best available external clinical evidence from systematic research." (Sackett and colleagues, Evidence-based Medicine: How to practice and teach EBM, 1997, p. 2) (From the MerriLl Law article "Evidence-Based Practice: What Can It Mean for MEP?" www.acote.org)

Occupation: A group of activities and tasks of everyday life, named, organized, and given value and meaning by individuals and a culture. Occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (disguise), and contributing to the social and economic fabric of their communities (productivity); the domain of concern and the therapeutic medium of occupational therapy. (Townsend, ed., 1997, Enabling Occupation: An Occupational Therapy Perspective, p. 191)

Occupational Performance: The result of a dynamic, interwoven relationship between persons, environment, and occupation over a person's life span; the ability to choose, organize, and satisfactorily and meaningfully occupations that are culturally defined and age appropriate for looking after oneself, enjoying life, and contributing to the social and economic fabric of a community. (Townsend, ed., 1997, Enabling Occupation: An Occupational Therapy Perspective, p. 191)

Spiritual: (a context) The fundamental orientation of a person's life; that which inspires and motivates that individual. (Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 600–639)
Name of Clinical Facility: _______________________________________________

Quarter attended: _____________________________________________________

This form is to provide important feedback for your clinical supervisor to assist him/her in providing meaningful Level I fieldwork experiences. When completing this form, please make objective statements and suggestions.

1. Were student expectations clearly outlined?

2. Did student receive an adequate orientation to the facility?

3. Was adequate supervision provided?

4. Did supervisor provide any opportunity for “hands on” experience?

5. Did supervisor provide a positive learning experience?

6. Was student given consistent feedback throughout the clinical experience?
7. What experiences were most helpful?

8. What experiences were least helpful?

Comments:

_______________________________________________________________
Student Signature        Date
_____________________________________________________________________
Clinical Supervisor Signature       Date
STUDENT EVALUATION OF FIELDWORK EXPERIENCE

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, INC.

Purpose: This form is important feedback for your fieldwork educator, your faculty, and other students at your school.

Directions: Complete this Student Evaluation of Fieldwork Experience (SEFWE) form in ink prior to your final meeting with your fieldwork supervisor. Your supervisor, too, will have completed your student performance evaluation for review at this meeting. Share the completed SEFWE with your supervisor, and the form should be co-signed. One copy remains with the fieldwork site and one copy is returned to your educational program.

Fieldwork Site ______________________________________________________

Address ___________________________________________________________

Type of Fieldwork (Specialty/Practice Area)_____________________________________

Placement Dates: from ______________________ to ______________________

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

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

Public transportation in the area:

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

____________________________________      ______________________________________
Student's Signature                                                    FW Educator's Signature

____________________________________     _____________________________________
Student's Name (Please Print)                                          FW Educator’s Name/Credentials (Please Print)

____________________________       ____________________________
Date           Date

FW Educator’s years of experience ________
I. STUDENT ORIENTATION

1. Was a formal orientation provided?  Yes ____  No ____

2. If yes, indicate your view of the orientation by checking "satisfactory" (S) or “Needs Improvement" (I) for the factors of adequacy, organization, and timeliness.

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<th>Organized</th>
<th>Timely</th>
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<tbody>
<tr>
<td>1. Site-specific fieldwork objectives</td>
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<td>2. Student supervision process</td>
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<td>3. Requirements/assignments for students</td>
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<td>4. Student schedule (daily/weekly/monthly)</td>
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<td>5. Staff introductions</td>
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<td>6. Overview of physical facilities</td>
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<td>7. Agency/Department mission</td>
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<td>8. Overview of organizational structure</td>
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<td>9. Services provided by the agency</td>
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<td>10. Agency/Department policies and procedures</td>
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<td>11. Role of other team members</td>
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<td>12. Documentation procedures</td>
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<td>13. Safety and emergency procedures</td>
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<td>14. Confidentiality/HIPAA</td>
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<td>15. OSHA—Standard precautions</td>
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<td>16. Community resources for service recipients</td>
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<td>17. Department model of practice</td>
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<td>18. Role of occupational therapy services</td>
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<td>19. Methods for evaluating OT services</td>
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<td>20. Other</td>
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Comments or suggestions regarding your orientation to this fieldwork placement:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
CASELOAD
List approximate number of each age category in your caseload.

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
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<tbody>
<tr>
<td>0–3 years old</td>
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<tr>
<td>3–5 years old</td>
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<td>6–12 years old</td>
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<td>13–21 years old</td>
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<td>22–65 years old</td>
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<td>&gt; 65 years old</td>
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List approximate number of each primary condition/problem/diagnosis in your caseload

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<tr>
<th>Condition/Problem</th>
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</tr>
</tbody>
</table>

OCCUPATIONAL THERAPY PROCESS
Indicate the approximate number of screenings/evaluations you did. Also indicate their value to your learning experience by circling the appropriate number with #1 being least valuable and #5 being the most valuable.

<table>
<thead>
<tr>
<th>REQUIRE D</th>
<th>HOW MANY</th>
<th>EDUCATIONAL VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>1. Client/patient screening</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2. Client/patient evaluations <em>(Use specific names of evaluations)</em></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. Written treatment/care plans</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. Discharge summary</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>5. Team Meeting Presentation</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>6. In-service Presentation</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>7. Case Study</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>8. Discharge summary</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>9. Other</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Therapeutic Interventions</th>
<th>Individual</th>
<th>Group</th>
<th>Co-Tx</th>
<th>Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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<td>5.</td>
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<tr>
<td>6.</td>
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<td></td>
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<tr>
<td>7.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Suggestions for change that would improve your learning experience:
_________________________________________________________________________________
_________________________________________________________________________________
### THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used

<table>
<thead>
<tr>
<th>Frame of Reference</th>
<th>Never</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model of Human Occupation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Adaptation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecology of Human Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person–Environment–Occupation Model</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biomechanical Frame of Reference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rehabilitation Frame of Reference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neurodevelopmental Theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory Integration</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Behaviorism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Theory</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cognitive Disability Frame of Reference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor Learning Frame of Reference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (list)</td>
<td></td>
<td></td>
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</tbody>
</table>

### ASPECTS OF THE ENVIRONMENT

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

How would you describe the pace of this setting? (circle one)

<table>
<thead>
<tr>
<th></th>
<th>Slow</th>
<th>Med</th>
<th>Fast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of documentation used in this setting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ending student caseload expectation: _____ # of clients per week or day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ending student productivity expectation: _____ % per day (direct care)</td>
<td></td>
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</tbody>
</table>
SUPERVISION

What was the primary model of supervision used? (check one)
- one supervisor : one student
- one supervisor : group of students
- two supervisors : one student
- one supervisor : two students
- distant supervision (primarily off-site)
- three or more supervisors : one student (count person as supervisor if supervision occurred at least weekly)

List Occupational Therapy Fieldwork Educators who participated in your learning experience.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Licensed Since</th>
<th>Frequency</th>
<th>Individual</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td></td>
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<tr>
<td>Email:</td>
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<tr>
<td>2.</td>
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<tr>
<td>Email:</td>
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<tr>
<td>3.</td>
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<tr>
<td>Email:</td>
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<td>4.</td>
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<td>Email:</td>
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<td>5.</td>
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<td>Email:</td>
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<td>6.</td>
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<tr>
<td>Email:</td>
<td></td>
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</tbody>
</table>

ACADEMIC PREPARATION

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

<table>
<thead>
<tr>
<th></th>
<th>Adequacy for Placement</th>
<th>Relevance for Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low High</td>
<td>Low High</td>
</tr>
<tr>
<td>Anatomy and Kinesiology</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Neurodevelopment</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Human development</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Evaluation</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Intervention planning</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Interventions (individual, group, activities, methods)</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Theory</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Documentation skills</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
## ACADEMIC PREPARATION CONT'D.

<table>
<thead>
<tr>
<th></th>
<th>Adequacy for Placement</th>
<th>Relevance for Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Professional behavior and communication</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Therapeutic use of self</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Level I fieldwork</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Program Development</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are the strongest aspects of your academic program relative to the needs of **THIS** Level II Fieldwork Experience? Be specific and include course references as appropriate.

Please give examples of how you were able to apply academic knowledge, such as theories or concepts, and/or skills to the practical application in this fieldwork setting.

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

### SUMMARY

- Expectations of fieldwork experience were clearly defined
- Expectations were challenging but not overwhelming
- Experiences supported student's professional development
- Experiences matched student's expectations

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Strongly disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 = Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 = No Opinion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 = Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 = Strongly agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What particular qualities or personal performance skills do you feel that a student should have to function successfully on this fieldwork placement?

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

- Study the following evaluations:

- Study the following intervention methods:

- Read up on the following in advance:

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

Please feel free to add any further comments, descriptions, or information concerning this fieldwork.
Indicate the number that seems descriptive of each fieldwork educator. Please make a copy of this page for each individual.

FIELDWORK EDUCATOR

NAME: ______________________________________
FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _________

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

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

General comments on supervision:

AOTA Commission on Ed
References:


Green River Community College has made reasonable efforts to provide information that is accurate at the time of publication. However, the college reserves the right to make appropriate changes in procedures, policies, calendars, requirements, programs, courses and fees. When feasible, changes will be announced prior to their effective dates, but the college assumes no responsibility for giving any particular notice of such changes. Nothing herein shall be construed to create any offer to contract or contractual rights.
GREEN RIVER COMMUNITY COLLEGE
Health Sciences – OTA Program
12401 SE 320th Street
Auburn, WA  98092-3622
(253) 833-9111