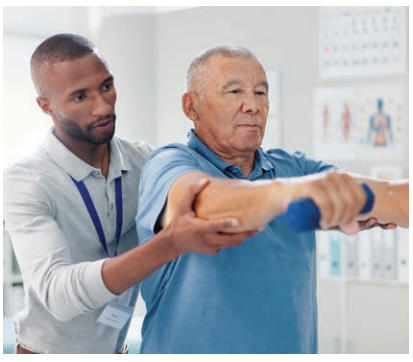
COLLEGE OF THE CANYONS

2026-27

OTA Fieldwork Education HANDBOOK







Rev. 9/11/2026

ACCREDITATION NOTICE

The associate-degree-level occupational therapy assistant program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION ACCREDITATION MANUAL VI.E. Revised May 2024 Section VI - Page 18 therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation and fieldwork requirements in a timely manner. This must include a statement that all Level II fieldwork must be completed within a time frame established by the program. Students must complete 16 weeks of Level II fieldwork within 12 months following the completion of the didactic portion of the program.

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INTRODUCTION

Welcome to Fieldwork Education

Dear OTA Fieldwork Students,

Welcome to the Occupational Therapy Assistant Program Fieldwork Education experience at College of the Canyons!

Fieldwork is an essential component of your OTA education and provides the opportunity to apply the knowledge and skills you have learned in the classroom to real-world practice settings. Through these experiences, you will develop clinical reasoning, professional behaviors, communication skills, and hands-on competencies that are fundamental to becoming an effective occupational therapy practitioner.

As you enter your fieldwork placements, you will have the privilege of learning from experienced occupational therapy practitioners and healthcare professionals who are committed to supporting your growth and development. These experiences will challenge you, inspire you, and help you build the confidence necessary to transition from student to practitioner.

We encourage you to approach each fieldwork experience with professionalism, curiosity, flexibility, and a commitment to lifelong learning. Be proactive in seeking feedback, embracing new opportunities, and reflecting on your experiences. Every interaction with clients, families, and healthcare team members contributes to your professional growth and preparation for a rewarding career in occupational therapy.

This handbook has been designed to serve as a resource throughout your fieldwork journey. It contains important information regarding fieldwork requirements, expectations, policies, procedures, and professional standards. We encourage you to review it carefully and refer to it throughout your fieldwork experiences.

We are proud to support you as you take this important step in your educational journey. We look forward to celebrating your achievements and watching you grow into compassionate, competent, and ethical occupational therapy practitioners.

Best wishes for a successful and rewarding fieldwork experience.

Warm regards,

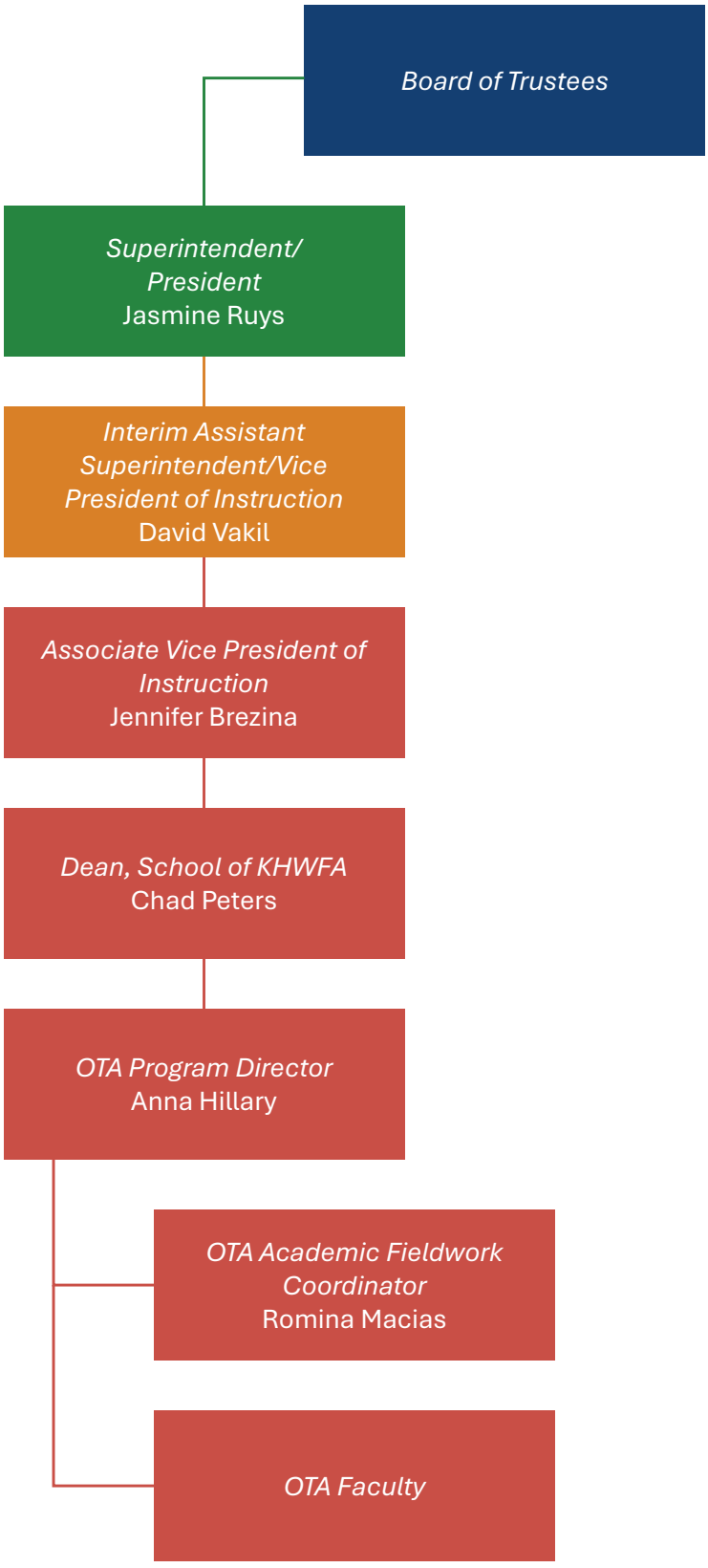
Romina Macias

Romina Macias, COTA/L, MS, FWE
OTA Academic Fieldwork Coordinator
Occupational Therapy Assistant Program
College of the Canyons

KEY DEPARTMENT PERSONNEL

Title	Name	Room	Phone
OTA Program Director	Anna Hillary	SECO-306-E	(661) 362-3076
OTA AFWC	Romina Macias	SECO-306-E	X3586
Dean, KHWFA	Chad Peters	EPEK-127	X3491
KHWFA Coordinator	Lauren Anderson	EPEK-128	x3742
KHWFA Program Technician	Anna Rawls	WPEK-20	X3647

ORGANIZATION OF THE DEPARTMENT



OTA PROGRAM FIELDWORK EDUCATION OVERVIEW

Fieldwork experience through fieldwork education is an essential part of the Occupational Therapy Assistant (OTA) program at College of the Canyons (COC). Fieldwork education is provided during the first, second and third semester of the program. Consistent with the philosophy and curriculum design of the program, fieldwork education is executed in a sequential manner from basic foundational skills to specific aspects of occupational therapy practice across the life span. The fieldwork experiences are designed to provide opportunities to integrate and apply academic learning at progressively higher levels of performance and professional responsibility under supervision. The goal of fieldwork education is to develop competent, entry-level generalists. For the OTA student to be trained as a generalist, College of the Canyons' OTA program has affiliation agreements with a variety of fieldwork sites to provide diverse fieldwork education. Facilities provide services to culturally diverse individuals across the life span and represent a wide variety of service delivery models that are reflective of current practice in the profession. They provide an opportunity for the clinical application of principles learned in the curriculum. These sites include but are not limited to: General Hospitals, Psychiatric Hospitals and Day Programs, Rehabilitation Centers, Out-patient Clinics, Skilled Nursing Facilities, Hand Therapy Clinics, Pediatric Rehabilitation Clinics, Schools, Child Care Centers, Senior Citizen Programs, Community Service Organizations and Private Practice Occupational Therapists.

OTA PROGRAM MISSION STATEMENT, GOALS, AND EXPECTED OUTCOMES

OTA PROGRAM MISSION STATEMENT

In line with College of the Canyons' philosophy, the mission of the OTA program is to provide a quality educational program that showcases innovation and creativity, utilizes excellence in teaching and learning, models respect and professionalism, and fosters community building, which produces competent, professional entry-level occupational therapy assistants to serve the diverse populations and settings within the Santa Clarita Valley area, Los Angeles County, the state of California and the nation.

GOALS AND OBJECTIVES

Goal One

Prepare graduates to competently and ethically provide occupational therapy services under the direction of a licensed occupational therapist.

1.1 Students will demonstrate entry-level performance in their fieldwork experiences.

1.2 90% of graduates will pass the NBCOT exam.

1.3 90% of graduates seeking employment will find a job within a year.

1.4 Employers will rate graduates as entry-level or higher.

Goal Two

Ensure graduates exhibit safe, effective, and competent clinical problem-solving skills.

2.1 Students will demonstrate entry-level problem-solving skills in their fieldwork experiences.

2.2 Employers will rate graduates as having at least entry-level problem-solving skills on the employer survey.

2.3 Faculty will assess students as achieving entry-level competency in professional behaviors, including problem-solving, before graduation.

Goal Three

Develop graduates' communication and interpersonal skills.

3.1 Students will demonstrate entry-level communication in their final fieldwork experience.

3.2 75% of employers will rate graduates as entry-level or higher in communication and cultural competence.

3.3 Faculty will assess students as entry-level in communication skills.

ACCREDITATION

INSTITUTIONAL ACCREDITATION

Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges
331 J Street, Suite 200
Sacramento, California 95814
(415) 506-0234

Approved by
The Board of Governors of the California Community Colleges The California Department of Education
The University of California
The California State Universities

PROGRAMMATIC ACCREDITATION

The associate-degree-level occupational therapy assistant program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION ACCREDITATION MANUAL VI.E. Revised May 2024 Section VI - Page 18 therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. In addition to the above statements, the program must have a documented and published policy to ensure that students complete all graduation and fieldwork requirements in a timely manner. This must include a statement that all Level II Fieldwork must be completed within a time frame established by the program. Students must complete 16 weeks of Level II Fieldwork within 12 months following the completion of the didactic portion of the program.

PROGRAM PHILOSOPHY

Consistent with the philosophy of occupational therapy, the OTA program philosophy is based on the primary use of meaningful occupations to promote individual, community, and population health and well-being throughout the lifespan. We believe that learning is a developmental process based upon the occupational developmental frame of reference. We utilize Miller's Pyramid of Clinical Competence as the basis for our

curriculum design, and active learning in conjunction with Revised Bloom's Taxonomy as a model for our instructional design to support student learning, and to introduce and build concepts and skills.

The OTA program philosophy on education enacts the beliefs to facilitate the development of a sound reasoning process that is client centered, occupation based, and theory driven, while also encouraging the use of best evidence and outcomes data to inform the teaching–learning experience which includes supporting:

- Active, engaging, diverse, and inclusive learning within and beyond the classroom environment;
- A collaborative process that builds on prior knowledge and experience;
- Continuous professional judgment, evaluation, and self-reflection; and
- Lifelong learning and continuous advocacy for the profession and society's occupational needs

CORE VALUES

1. Excellence: We strive for excellence in all aspects of our program, including curriculum design, teaching methodologies, fieldwork training, and student support services. We uphold high standards of academic rigor, professionalism, and ethical conduct.
2. Innovation: We embrace innovation as a driving force in occupational therapy education. Our program is committed to staying abreast of emerging trends, technologies, and best practices in the field. We encourage creativity, critical thinking, and problem-solving skills among our students.
3. Collaboration: We recognize the importance of collaboration among faculty, students, healthcare professionals, and community partners. Our program fosters interdisciplinary teamwork, communication, and mutual respect to optimize patient care outcomes.
4. Diversity and Inclusion: We celebrate diversity and promote an inclusive learning environment where individuals from all backgrounds feel valued and supported. We strive to cultivate cultural competence, empathy, and respect for the unique perspectives and experiences of others.
5. Lifelong Learning: We believe in the lifelong pursuit of knowledge and professional development. Our program instills a commitment to continuous learning, self-reflection, and growth among our students, faculty, and alumni.

OVERVIEW OF THE OTA PROGRAM

The OTA program is offered over two academic years beginning each fall semester, with a Level I student starting in the first semester with eight weeks of field experience.

The didactive portion of the OTA program is 43.5 credits, with 450 lecture student contact hours, 1008 lab contact hours, 90 Level I Fieldwork experience hours and 648 Level II Fieldwork experience hours.

DEGREE CONFERRED AND LICENSURE

Graduates are conferred the Associate in Science degree in Occupational Therapy Assistant.

Obtaining a license to practice as an Occupational Therapy Assistant is required in all 50 states. Graduates of the OTA program are eligible to take the **National Board for Certification in Occupational Therapy (NBCOT)** a required step for licensure to practice in all 50 states.

COST OF THE PROGRAM

We know college is a major investment for you and your family. California Community Colleges are here to help. With the California College Promise Grant (formerly known as the BOG fee waiver) waiving fees for nearly half of students in the California Community Colleges, and with our $46-per-unit fee for community

college courses being the lowest in the nation, we are committed to making your higher education goals affordable.

The estimated tuition for the technical portion of the program is $2,001 plus program fees. The program is 43.5 units at $46/unit. For up-to-date information about the cost of the OTA program, consult the college catalog.

PROGRAM COSTS AND MALPRACTICE INSURANCE: students are required to carry their own malpractice insurance.

Tuition and College Costs

Current Cost	Semester 1 Fall 2026	Semester 2 Spring 2027	Semester 3 Summer 2027	Semester 4 Fall 2027	Program Total Cost
ATI TEAS Exam (Invitation Only)	$70	—	—	—	**$70**
Tuition	$552	$552	$276	$621	$2,001
Student Fees*	$30.50	$30.50	$25.50	$30.50	$117
Parking Permit	$50	$50	$25	$50	$175
Required Textbooks	$678.49	$221.94	$156.99	—	$1,057.42
Optional Textbooks	$274.98	—	—	—	$274.98
Total Cost of Attendance (total cost of completing the program)	$1,655.97	$854.44	$483.49	$701.50	**$3,695.40**

*Student fees are established by the college and are subject to change.

Program Equipment & Supplies

Item	Estimated Cost
Black Non-Skid Closed-Toe Shoes	$100
Uniform	$150
Student Badge	$11
Student ID Card (Optional)	$10
Gait Belt & Resistance Bands	$30
Goniometer & Blood Pressure Cuff	$35
OTKE Practice Exams	$30

Additional Program Requirements & Estimated Expenses

Requirement	Estimated Cost / Notes
Reliable internet access, computer or laptop with webcam and microphone	Cost varies
Complio account (background check and drug screen test)	Approximately $120
Exxat account (Level I & II Fieldwork centralized records and time tracker)	Approximately $175

Requirement	Estimated Cost / Notes
American Heart Association BLS for Healthcare Providers CPR Certification (after admission)	Up to $100*
Professional liability insurance (after admission) www.HPSO.com	Approximately $37–$47 per year*
Medical immunizations/documentation: • MMR • Varicella • Hepatitis B • TB Skin Test • Tdap • Influenza • COVID-19 vaccinations/boosters if required by clinical sites	Cost varies depending on medical coverage
Report of Medical Screening (physical examination)	Cost varies depending on medical coverage
NBCOT Certification Examination (as of June 1, 2025) Apply for your exam (nbcot.org)	$540 online application / $595 paper application
California Board of Occupational Therapy (CBOT) Board of Occupational Therapy (ca.gov)	$50 application fee + $49 fingerprint fee

Important Information

- Costs are estimates only and are subject to change without notice.
- Students are responsible for expenses associated with program participation.
- Travel, housing, meals, and other personal expenses for Level I and Level II Fieldwork are not included.
- Some fieldwork sites may require additional health screening or documentation.

ACADEMIC CALENDAR

Date	Event
Fall 2026	
August 24	First day of the Fall Semester
September 7	Labor Day (Monday)
November 11	Veterans Day (Wednesday)
November 26 to 29	Thanksgiving (Thursday to Friday)
December 12	Last day of the Fall Semester (Saturday)
Spring 2027	
February 8	First day of Spring Semester (Monday)
February 12 to 15	Presidents' Day (Friday to Monday)
April 5 to 11	Spring Break (Monday to Sunday)
May 31	Memorial Day (Monday)
June 3	Last day of Spring Semester (Thursday)
Summer 2027	
June 7	Start of Summer Session
June 18	Juneteenth (Friday)

Date	Event
July 5	Independence Day (Monday)
August 14	Last day of Summer Session

NON-DISCRIMINATION POLICY

The Santa Clarita Community College District does not discriminate on the basis of national origin, religion, age, sex, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or any other protected basis in compliance with Title VI and Title VII of the Civil Rights Act of 1964, as amended by the Civil Rights Act of 1991, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act of 1990, the California Fair Employment and Housing Act, the Unruh Civil Rights Act, the Sex Equity in Education Act, and Assembly Bill 803 of 1977. This nondiscrimination policy covers admission and access to, and treatment and employment in, the college's programs and activities, including vocational education. Inquiries regarding the equal opportunity policies, the filing of complaints, or to request a copy of the procedures covering discrimination complaints may be directed to the Assistant Superintendent/Vice President, Human Resources, University Center (UCEN) Room 360, 26455 Rockwell Canyon Road, Santa Clarita, CA 91355; telephone (661) 362-3424. The college recognizes its obligation to provide overall program accessibility throughout the college for disabled persons. Contact the Academic Accommodations director at (661) 362-3341 to obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by disabled persons.

Inquiries regarding federal laws and regulations concerning nondiscrimination in education or the District's compliance with those provisions may also be directed to the Office of Civil Rights, U.S. Department of Health and Human Services, 200 Independence Avenue, S.W. Room 509F, HHH Bldg., Washington, D.C. 20201.

EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITY

The Santa Clarita Community College District subscribes to and promotes the principles and implementation of equal opportunity. Pursuant to the provisions of state and federal law, the District's Board of Trustees has adopted policies and procedures ensuring that its programs and activities are available to all persons without regard to national origin, religion, age, sex, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status or any other protected basis. The Santa Clarita Community College District is committed to implementing the concept, intent, and spirit of providing equal employment and educational opportunity to all persons. Positive action will be taken by the administration, faculty, staff and students to ensure the implementation of this policy and to overcome any form of exclusion or discrimination, whether purposeful or inadvertent. Additional information on these policies and procedures is available in the District's Equal Employment Opportunity Office (Human Resources); University Center (UCEN) 360; (661) 362-3424; TTY (661) 362-5178.

TECHNICAL STANDARDS (ESSENTIAL FUNCTIONS)

Appendix B (p. 58) contains Technical Standards with examples of essential core activities that you must be able to perform based on the job requirements of the occupational therapy assistant. The list does not encompass every behavior required but is a sampling of abilities needed to meet the OTA program student objectives and requirements.

The Americans with Disabilities Act (ADA) bans discrimination of persons with disabilities. COC provides academic accommodations to ensure that students with verified disabilities have an equal opportunity to participate in college courses through the Academic Accommodations Center (AAC). If you have a disability

or acquire one, you may be entitled to receive support services and/or reasonable accommodations intended to ensure that you have an equal opportunity to participate in and benefit from the OTA program. You will find more information by looking for the AAC in the Support Services and Programs section of the college catalog.

Reasonable accommodations for students with disability related needs are determined on an individual basis, considering the technical standards and essential attributes you must have and the skills which you must perform to meet program objectives. All prospective and current occupational therapy assistant students must be able to meet these standards at all times with or without reasonable accommodations.

TECHNICAL CURRICULUM

First Semester (Fall)

Course Number	Course Title	Lecture Contact Hours	Lab Contact Hours	Field-work Hours	Total Units
OTA-100	Introduction to Occupational Therapy: Theory and Practice	36	-		2
OTA-110	Introduction to Activity Analysis & Documentation	27	-		1.5
OTA-120	Biomechanics and Applied Kinesiology in Occupational Therapy	54	-		3
OTA-120L	Biomechanics and Applied Kinesiology in Occupational Therapy Lab	-	54		1
OTA-130	Theory and Process in Neurological Disorders and Psychosocial Issues	54	-		3
OTA-130L	Theory and Process in Neurological Disorders and Psychosocial Issues Lab	-	54		1
OTA-133	Level I Fieldwork in Neurological and Psychosocial Issues	-	30	*30*	0.5
				Term Total:	**12**

Second Semester (Spring)

Course Number	Course Title	Lecture Contact Hours	Lab Contact Hours	Field-work Hours	Total Units
OTA-141	Conditions and Wellness in Occupational Therapy	36	-		2
OTA-151	Advanced Clinical Documentation for Occupational Therapy	18	-		1
OTA-161	Pediatric Occupational Therapy: Theory and Practice in Developmental Disabilities and Conditions	54	-		3
OTA-161L	Pediatric Occupational Therapy: Theory and Practice in Developmental Disabilities and Conditions Lab	-	54		1

Course Number	Course Title	Lecture Contact Hours	Lab Contact Hours	Field-work Hours	Total Units
OTA-163	Level I Fieldwork in Developmental Disabilities and Pediatric Conditions	-	30	30	0.5
OTA-171	Physical Dysfunction and Rehabilitation for Adults: Theory and Practice	63	-		3.5
OTA-171L	Physical Dysfunction and Rehabilitation for Adults: Theory and Practice Lab	-	54		1
				Term Total:	**12**

Third Semester (Summer)

Course Number	Course Title	Lecture Contact Hours	Lab Contact Hours	Field-work Hours	Total Units
OTA-173	Level I Fieldwork in Physical Dysfunction and Adult Rehabilitation	-	30	30	0.5
OTA-202	Management of Occupational Therapy Services	27	-		1.5
OTA-212	Evidence-Based Practice in Occupational Therapy Interventions	54	-		3
OTA-222L	Clinical Competency and Reasoning Skills Lab	-	54		1
				Term Total:	**6**

Fourth Semester (Fall)

Course Number	Course Title	Lecture Contact Hours	Lab Contact Hours	Field-work Hours	Total Units
OTA-232 & OTA-242	Exam Preparation for Occupational Therapy Assistants	18	-		1
OTA-233	OTA Level II Fieldwork: First Rotation	4.5	324	324	6.25
OTA-243	OTA Level II Fieldwork: Second Rotation	4.5	324	324	6.25
				Term Total:	**13.5**

	Lecture Contact Hours	Lab Contact Hours	Field-work Hours	Total Units
Total:	**450**	**1008**	***738***	**43.5**

COURSE DESCRIPTIONS

Number	Title	Description
Semester 1 (Fall)		
OTA 100	Introduction to Occupational Therapy: Theory and Practice (2 units)	Introduces the history and core principles of occupational therapy. Students will explore key theories and practices within the field and examine various frames of reference and their applications. The course highlights the role of diversity in occupational therapy education and practice and examines how occupational therapy services are provided across different settings and populations. Field trips may be required. Admission to Occupational Therapy Assistant program is required.
OTA 110	Introduction to Activity Analysis & Documentation (1.5 units)	Explores the principles of activity analysis, develops subjective, objective, assessment, and plan (SOAP) documentation in occupational therapy. This course provides hands-on experience analyzing therapeutic activities applying the teaching/learning process in diverse fieldwork settings, while adhering to legal and ethical standards. Field trips may be required. Admission to Occupational Therapy Assistant program is required.
OTA 120	Biomechanics and Applied Kinesiology in Occupational Therapy (3 units)	Explores biomechanics, kinesiology, and motor and processing skills related to human movement, including joint structure, muscle function, and balance. Students will conduct biomechanical activity analyses to develop occupation-based interventions. Field trips may be required. Admission to Occupational Therapy Assistant program is required.
OTA 120L	Biomechanics and Applied Kinesiology in Occupational Therapy Lab (1 unit)	Provides hands-on experience in developing assessment skills and basic intervention methods for addressing biomechanical deficits and impairments. This course emphasizes practical applications through lab-based activities, fostering an analytical and problem-solving approach to functional human movement. Laboratory component of OTA-120. Admission to Occupational Therapy Assistant program is required.
OTA 130	Theory and Process in Neurological Disorders and Psychosocial Issues (3 units)	Explores the various aspects of neuroscience, focusing on motor and reflex development as well as sensory influences. Students will examine how client factors impact engagement in occupations throughout the lifespan and the role of neuromusculoskeletal and psychosocial factors in this process. Students will study the responsibilities of the occupational therapy assistant in supporting individuals with mental health conditions, cognitive impairments, trauma histories, and dysregulated behaviors across different settings. The course will also involve completing a psychosocial activity analysis related to occupational performance. Field trips may be required. Admission to Occupational Therapy Assistant program is required.

Number	Title	Description
OTA 130L	Theory and Process in Neurological Disorders and Psychosocial Issues Lab (1 unit)	Provides students with hands-on lab experiences to develop problem-solving skills with individuals facing mental health conditions, cognitive impairments, trauma histories, or dysregulated behaviors. Students will develop skills in group dynamics, client assessment, and basic intervention strategies for neuromusculoskeletal and psychosocial factors, including methods for remediation and compensation. Laboratory component of OTA-130. Admission to Occupational Therapy Assistant program is required.
OTA133	Level I Fieldwork in Neurological and Psychosocial Issues (0.5 unit)	Provides students with off-site fieldwork experiences to develop problem-solving skills with individuals facing mental health conditions, cognitive impairments, trauma histories, and/or dysregulated behaviors. Students will develop skills in group dynamics, client assessment, and basic intervention strategies for neuromusculoskeletal and psychosocial factors, including methods for remediation and compensation. Admission to Occupational Therapy Assistant program is required.
Semester 2 (Spring)		
OTA141	Conditions and Wellness in Occupational Therapy (2 units)	Introduces conditions and issues concerning health, illness, and wellness, as well as the impact of pathologic processes on individuals. Provides knowledge of various occupational contexts, occupational therapy services, and the scope of practice for occupational therapy assistants. Field trips may be required. Admission to the Occupational Therapy Assistant program is required.
OTA151	Advanced Clinical Documentation for Occupational Therapy (1 unit)	Develops clinical reasoning skills by applying various documentation formats required by different treatment settings and reimbursement systems. They will analyze the roles and responsibilities in documentation and evaluate the use of professional terminology and electronic medical records (EMR) in practice. Additionally, students will explore ethical and legal considerations related to the medical record. Through these experiences, they will also create accurate, professional documentation in compliance with industry standards. Field trips may be required. Admission to the Occupational Therapy Assistant program is required.
OTA161	Pediatric Occupational Therapy: Theory and Practice in Developmental Disabilities and Conditions (3 units)	Explores foundational knowledge of developmental disabilities and common conditions of children and adolescents referred for occupational therapy. Students will consider the scope of occupational therapy, analyze the types of practice settings, and apply the role of the occupational therapy assistant in pediatrics and developmental disabilities. Students will also evaluate common frames of reference, examine evaluation tools and procedures, and synthesize intervention strategies used in pediatric occupational therapy practice. Field trips may be required. Admission to the Occupational Therapy Assistant program is required.

Number	Title	Description
OTA161L	Pediatric Occupational Therapy: Theory and Practice in Developmental Disabilities and Conditions Lab (1 unit)	Provides hands-on lab experiences where students will analyze developmental disabilities and pediatric conditions while applying intervention methods and strategies for the remediation of and compensation for physical deficits and impairments in infants, children, and adolescents. Students will also create and evaluate tailored intervention plans based on specific case scenarios. This laboratory component is aligned with OTA-161. Admission to the Occupational Therapy Assistant program is required.
OTA163	Level I Fieldwork in Developmental Disabilities and Pediatric Conditions (0.5 unit)	Introduces off-site fieldwork practice for individuals with pediatric or developmental conditions that limit or affect engagement in occupation. As a participant observer, the student will integrate academic knowledge with the Occupational Therapy (OT) process in settings serving infants, children, and adolescent clients facing various occupational challenges and disabilities, while demonstrating professionalism and ethics throughout their experiences. Admission to Occupational Therapy Assistant program is required.
OTA171	Physical Dysfunction and Rehabilitation for Adults: Theory and Practice (3.5 units)	Provides students with an in-depth understanding of occupational therapy, covering the scope of the field, various practice settings, and commonly used frames of reference. Students will explore intervention strategies, standardized assessments, and the specific role of the occupational therapy assistant in addressing physical dysfunctions in adults and older adults. Field trips may be required. Admission to Occupational Therapy Assistant program is required.
OTA171L	Physical Dysfunction and Rehabilitation for Adults: Theory and Practice Lab (1 unit)	Provides hands-on lab experiences where students will analyze physical disabilities and develop intervention methods and strategies for remediation of, and compensation for, physical deficits and impairments for the adult and older adult. Laboratory component of OTA-171. Admission to Occupational Therapy Assistant program is required.
Semester 3 (Summer)		
OTA173	Level I Fieldwork in Physical Dysfunction and Adult Rehabilitation (0.5 unit)	Introduces working with individuals experiencing physical dysfunction through off-site Level I Fieldwork experiences. As participant observers, the student integrates academic experiences with occupational therapy (OT) process in settings serving adult and older adult individuals with physical dysfunction in a variety of occupational challenges and degrees of disability. Admission to Occupational Therapy Assistant program is required.

Number	Title	Description
OTA202	Management of Occupational Therapy Services (1.5 units)	Explores key management principles and techniques tailored to the role of the occupational therapy assistant. Students will learn the roles and functions of the supervisor and the supervisee, scheduling, billing, and quality improvement. Field trips may be required. Admission to Occupational Therapy Assistant program is required.
OTA212	Evidence-Based Practice in Occupational Therapy Interventions (3 units)	Analyzes therapeutic interventions that support purposeful activities (occupations) and will apply these interventions effectively, including family/caregiver training, environmental modifications, orthotics, prosthetics, assistive technology, and physical agent modalities. Students will evaluate the suitability of these methods in various contexts and will create individualized treatment plans that incorporate evidence-based techniques. Field trips may be required. Admission to the Occupational Therapy Assistant program is required.
OTA222L	Clinical Competency and Reasoning Skills Lab (1 unit)	Provides hands-on lab experiences where students will develop clinical reasoning skills for occupational therapy practice to meet professional standards and reimbursement guidelines, creates and implements therapeutic adaptations for the client and environment, and progresses in problem-solving skills necessary for occupational therapy practice. Admission to Occupational Therapy Assistant program is required.
Semester 4 (Fall)		
OTA232	Exam Preparation for Occupational Therapy Assistants (1 unit)	Prepares students for the National Exam for Occupational Therapy Assistants through targeted test-taking strategies, application of clinical and didactic knowledge to case study questions, and practice exams. Admission to the Occupational Therapy Assistant program is required.
OTA233	OTA Level II Fieldwork: First Rotation (6.25 units)	Provides structured, supervised off-site fieldwork experience that integrates the application of occupational therapy skills with real-world fieldwork practice. Students work full-time for eight weeks in diverse fieldwork settings, focusing on clients with physical and psychosocial dysfunction. Students are required to attend a weekly seminar focused on reflective practice and professionalism. This course is one of two fieldwork rotations (or courses) designed to provide comprehensive fieldwork experience. Admission to the Occupational Therapy Assistant program is required.
OTA242	Exam Preparation for Occupational Therapy Assistants (1 unit)	Prepares students for the National Exam for Occupational Therapy Assistants through targeted test-taking strategies, application of clinical and didactic knowledge to case study questions, and practice exams. Admission to the Occupational Therapy Assistant program is required.

Number	Title	Description
OTA243	OTA Level II Fieldwork: Second Rotation (6.25 units)	Provides structured, supervised off-site fieldwork experience that integrates the application of occupational therapy skills with real-world clinical practice. Students work full-time for eight weeks in diverse fieldwork settings, focusing on clients with physical and psychosocial dysfunction. Students are required to attend a weekly seminar focused on reflective practice and professionalism. This course is the second of two fieldwork rotations (or courses) designed to provide comprehensive fieldwork experience. Admission to the Occupational Therapy Assistant program is required.

FIELDWORK EDUCATION LEARNING OUTCOMES

Fieldwork education is an integral component of the Occupational Therapy Assistant (OTA) curriculum and provides students with opportunities to apply classroom and laboratory learning in authentic practice settings. Throughout the program, students complete **three Level I Fieldwork observation experiences,** consisting of **32 hours each** during the **fall, spring, and summer semesters**. Level I Fieldwork emphasizes observation, professional socialization, and the integration of course concepts while exposing students to a variety of occupational therapy practice settings, populations, and service delivery models under the supervision of qualified personnel.

Following successful completion of the didactic curriculum and Level I Fieldwork, students complete **two full-time, eight-week Level II Fieldwork rotations**, consisting of **32–40 hours per week** in occupational therapy practice settings under the supervision of a qualified Occupational Therapy Fieldwork Educator. During Level II Fieldwork, students apply the occupational therapy process while progressively assuming greater responsibility for client care, demonstrating clinical reasoning, professional behaviors, effective communication, ethical practice, accurate documentation, and safe, client-centered service delivery. Successful completion of all Level I and Level II Fieldwork requirements is required for graduation from the OTA program.

Long Distance Placements

The academic fieldwork coordinator (AFWC) makes every effort to assign students to fieldwork facilities that are within 80 miles of the Valencia campus. Fieldwork assignments are ultimately made based upon the number and type of fieldwork settings available. The first consideration of the AFWC is to assign students to a fieldwork experience that allows for the best preparation of the individual as an entry-level Occupational Therapy Assistant. Students are responsible for travel, meals, lodging, and any other expenses incurred for attending fieldwork experiences.

Students are counseled not to seek or make their own arrangements for fieldwork experiences without involving the AFWC first. Frequently an individual believes they have a unique opportunity to travel to a distant facility for one or more fieldwork experiences. The OTA faculty encourages students to travel to places that may offer special fieldwork experiences. The first duty of the AFWC, however, is to ensure that the student receives a well-rounded and comprehensive fieldwork experience leading to entry-level competence as a generalist OTA. Distant facilities often do not have an existing contractual agreement with COC. If the student is interested in traveling out of the area for fieldwork experiences, he or she must contact the AFWC first before contacting a fieldwork site, to see if the site meets the college's criteria for fieldwork placements, and if a contractual agreement can be obtained if that is the desire of the AFWC.

Notification of Drug Screening and Criminal Background Checks

To maintain a campus environment that supports and encourages the dissemination of knowledge, College of the Canyons complies with the Drug-Free Schools and Communities Act Amendment of 1989. The college prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees

on college property and as part of any college-sponsored activity as described under **Drug Free Environment and Substance Abuse Prevention (OTA Student Handbook, p. 35)**. Students must comply with all requirements of the Substance Abuse Prevention Information in the Regulations and Policies section of the College Catalog. This may include immediate substance screening without prior notification as a condition of admittance to and remaining in the OTA program. Students acknowledge this requirement by signing a **Notification of Health and Drug Screening and Background Check form during orientation (OTA Student Handbook, Appendix H, p. 69)**.

The OTA program requires a comprehensive certified criminal background check be completed before student placement in any fieldwork affiliation. Some convictions may disqualify students from fieldwork placements, and therefore, completion of the OTA program to graduation, and ultimately to licensure. It is the fieldwork site's decision whether the student qualifies to be admitted to that site, based on the results of the background check. Some sites require a drug screening prior to or during a fieldwork placement. A positive drug screen may exclude students from fieldwork placement and may result in dismissal from the program per the **Progression Through the Technical Portion of the OTA Program policy (OTA Student Handbook, p. 40)**. Refusal to submit to the testing will be considered unprofessional behavior for a failure to follow program policy and may result in dismissal from the fieldwork experience with a "no pass" grade assigned for that class. Students are required to disclose any prescription and non-prescription medication that they might be taking which may affect their behavior. If a fieldwork instructor suspects that a student is under the influence of alcohol, narcotics or a controlled substance, the student will be removed from patient care responsibilities and the fieldwork educator (FWE) will contact the AFWC immediately.

FIELDWORK EDUCATION POLICIES AND PROCEDURES

GENERAL POLICIES FOR LEVEL I AND LEVEL II STUDENTS

1. Ethical Behavior: Students are expected to follow the AOTA Occupational Therapy Code of Ethics as described in the Student Handbook on p. 77. A student is not able to pass fieldwork if a score of less than 3 is received on the fieldwork evaluation item #1 (see OTA Student Handbook, Appendix M, AOTA Fieldwork Performance Eval).
2. Students are required to follow all standard safety precautions. A student is not able to pass fieldwork if a score of less than 3 is received on the fieldwork evaluation items #2 & #3 (see OTA Student Handbook, Appendix M, AOTA Fieldwork Performance Eval).
3. Students are required to maintain confidentiality as defined by Health Insurance Portability and Accountability Act (HIPAA).
4. All students are required to maintain current original documentation of all OTA program mandatory requirements in Exxat system while enrolled in the program. These requirements include:
    - Background check
    - 10 panel drug screen
    - CPR (BLS for Healthcare Providers) certification from American Heart Association
    - Professional Liability Insurance
    - Show proof of immunity (not just vaccinations) for the following diseases:
        - MMR (Measles, Mumps, and Rubella)
        - Varicella
        - T-dap (within the past 10 years)
        - Hepatitis B*
        - Flu (Yearly/Seasonal) *
        - COVID-19
        - TB Test
        - PPD Skin Test, or,
        - QuantiFERON Gold Blood Test, or,
        - Chest x-ray within the past 3 years

*Note: Some fieldwork sites require these immunizations and/or proof of immunity in order for students to be placed for fieldwork experiences. Religious and other exemptions for applicants are handled on a case-by-case basis. Please inquire at otainfo@canyons.edu as to how to proceed.

- Valid driver's license
- Car insurance

5. Students are responsible for maintaining all required Exxat compliance items and completing any **additional requirements** established by their assigned or potential fieldwork site by the required deadlines. Students must maintain current, original documentation in Exxat and provide copies of required documentation to fieldwork sites upon request. Because individual facilities may have policies or screening requirements that exceed the OTA program's minimum requirements, students are responsible for complying with all site-specific requirements. Failure to maintain current Exxat documentation or complete required site-specific requirements by the established deadlines will render the student ineligible to participate in **Level I or Level II Fieldwork** and to register for OTA courses. Students with overdue Exxat or required site-specific items at the start of a semester will be administratively dropped from all OTA courses. If a student fails to maintain current documentation or complete required site-specific requirements while actively participating in a fieldwork rotation, the student will be immediately withdrawn from the fieldwork site and will receive a failing grade for the fieldwork course. Students will not be eligible for a late add or reinstatement into OTA courses due to overdue Exxat or required site-specific compliance items. Because the OTA program follows a cohort model with one annual admission cycle, the student must wait until the following year to re-enter the program and resume at the semester in which progression was interrupted, subject to the program's readmission policy. Students who are administratively withdrawn, voluntarily withdraw, or are dismissed from the OTA program may petition for readmission. **Readmission is permitted only once** and is subject to the policies and procedures outlined in the **Readmission Policy (Student Handbook, p. 42)**.
6. Students are required to obtain individual professional liability malpractice insurance upon admission to the program. Insurance coverage must be maintained throughout the students' enrollment in the OTA program. Students will not be assigned to Level I or Level II fieldwork sites if there is a lapse in coverage. Students without individual professional liability malpractice insurance will be unable to progress in the program.
7. Students must maintain a current **American Heart Association (AHA) Basic Life Support (BLS) Provider CPR certification** throughout their enrollment in the OTA program. CPR certification **must remain valid at all times** and **may not expire** during any semester, including Level I or Level II Fieldwork experiences. Because AHA BLS Provider CPR certification is typically valid for **two years**, students are responsible for renewing their certification before its expiration date and uploading the updated documentation to Exxat by the required deadline. Failure to maintain a current CPR certification may result in the student being ineligible to participate in OTA courses or fieldwork until compliance is restored.
8. If a student is denied a fieldwork placement due to the results of a background check or because the student is unable to provide required documentation to fulfill the background check requirements, the student is responsible for providing the OTA program with documentation from both NBCOT and California Board of Occupational Therapy (CBOT) proving that this same issue will not prevent licensing. No new placement will be confirmed until such evidence has been provided to the program.
9. Students are required to pay a mandatory health fee on admission to the program. This gives them access to COC's health center services. Additional charges may be incurred for certain services.
10. During Level I and Level II Fieldwork, students are required to notify both the OTA program and the assigned fieldwork site of any absence and provide appropriate documentation to support the absence, when requested. If a student is withdrawn from or must discontinue a fieldwork rotation due to illness, injury, or other medically related reasons, the OTA program will require written medical clearance before the student may be considered for a return to fieldwork. Any reassignment to a

fieldwork site is **not guaranteed** and will depend on the availability of fieldwork placements and the policies and approval of the fieldwork site. Students should be aware that an inability to secure a reassignment may delay progression in the OTA program.

11. If sites require additional fingerprinting, criminal background checks, drug and alcohol screening, or update immunization/vaccination records, students are responsible for the cost. Placement at a site can be denied if the results are not acceptable. Students who are administratively withdrawn, voluntarily withdraw, or are dismissed from the OTA program may petition for readmission. **Readmission is permitted only once** and is subject to the policies and procedures outlined in the **Readmission Policy (Student Handbook, p. 42)**.
12. Sites may request the opportunity to interview the student. The AFWC will provide the student with contact details for the site. The student is responsible for scheduling the interview and their attendance. Students must take any required documentation (health information, CPR certification, professional liability malpractice insurance, vaccination/immunization records) to the interview. Sites make the final determination on placement.
13. If a student refuses to attend a facility, the student will need to wait until the class is offered the next year. If the student declines two facilities, the student is deemed unable to be placed and will not be able to complete fieldwork. Students who are administratively withdrawn, voluntarily withdraw, or are dismissed from the OTA program may petition for readmission. **Readmission is permitted only once** and is subject to the policies and procedures outlined in the **Readmission Policy (Student Handbook, p. 42).**
14. Students are placed at sites by the AFWC. Students may not contact facilities to schedule their own placements. Students are placed at sites that will provide them with a variety of experiences and enable them to exit the program as an entry-level generalist. The student's interests, learning style, special skills and geographic location are considered, however, all placements are subject to availability of the facility. Every effort will be made to place students within an 80 mile radius from the student's residence and/or COC's Valencia Campus. Students residing in other locations including neighboring counties are encouraged to meet with the AFWC, however, placement outside of Los Angeles County cannot be guaranteed. Students cannot complete fieldwork internationally.
15. A conflict of interest may arise if, for example, a student has volunteered or worked at a site, has been a patient or client at a site, or is to be supervised by a family member or friend. The OTA program faculty will make the final determination regarding placement of the student at the site.
16. The OTA program does not inform the fieldwork site of a student's disability. Students that choose to disclose disabilities must provide supporting documentation from the AAC at COC prior to disclosing. Accommodations cannot be provided retroactively to avoid a failing grade.
17. For the safety of the student, the OTA program requires that students with medical conditions obtain clearance from their physician prior to participating in Level II fieldwork experiences. The OTA program recommends that students inform the facility of their medical condition to ensure that the student receives any pertinent information regarding safety from the facility. Students have the right to decline to disclose their medical condition. Facilities have the right to refuse to accept the student if they think that the student will not be able to perform essential duties. Some facilities have policies in place that cover employees with certain medical conditions. Students would be subject to these policies. Students may be required to have a medical release that clears them for fieldwork and states any limitations. If the student is declined placement by the facility due to the medical condition, the AFWC will make every attempt to find an alternate placement. The student may have to wait until the next semester if an alternate placement cannot be found.
18. If students are absent due to medical appointments or other issues, they are required to make up time missed. The facility is not obligated to extend the rotation and students may need to repeat the entire rotation the following year. Students who are administratively withdrawn, voluntarily withdraw, or are dismissed from the OTA program may petition for readmission. **Readmission is permitted only once** and is subject to the policies and procedures outlined in the **Readmission Policy (Student Handbook, p. 42)**.

19. Students are responsible for complying with the appropriate dress and uniform code of the facility. Required attire may include a name tag or student badge, lab coat, or scrubs.
    - Uniforms must be clean and unwrinkled.
    - Black shoes must be clean, sturdy, and safe. No open toed/open backed shoes are allowed. No Crocs allowed.
    - Hair: Shoulder-length or longer hair must be pulled back and off the collar. Hair accessories are not permitted, other than simple unadorned clips to confine the hair if necessary. Hair must be of a color that occurs naturally; e.g., blue, orange, purple, and other unnatural colors are not permitted.
    - Nails: Nails must be kept short (1/8 inch beyond fingertip) to prevent injury to patients and/or to classmates acting as subjects. Artificial nails are not allowed. No nail polish or gels may be worn.
    - Make-up: Make-up should be carefully applied so that it enhances the wearer. Extreme make-up should be avoided, and fake eyelashes are not permitted.
    - Facial Hair: Facial hair must be short and neatly trimmed so as to allow for proper fit of personal protective equipment.
    - Chest Hair: If chest hair is visible, students should wear white, short-sleeved crew-neck shirts under the uniform top to cover the chest hair.
    - Tattoos: All tattoos must be covered.
    - Jewelry: No jewelry other than wedding rings and a watch with a second hand should be worn while in uniform. One ear accessory per ear (a stud-type earring) that does not hang below the ear lobe maybe worn. No tongue accessories or piercings are acceptable. No other body piercing accessories are allowed.
    - Grooming: While at the fieldwork site, any grooming or application of cosmetics and/or personal care products must be done in the restroom or lounge and not in any patient care areas.
    - Smoking and Vaping: Those who wish to smoke/vape may do so only in designated areas. Be aware that smoking or vaping immediately before patient care may be hazardous to the patient. The student may be asked to change his/her uniform if smoke/odors can be detected on the uniform.
    - Gum: Gum is not allowed while in uniform.
    - Perfume/Aftershave/Deodorant: Students must be clean and free of odor. Good personal hygiene is required to prevent offending patients or lab partners since the delivery of occupational therapy services requires close physical contact. Perfume and aftershave should not be used when caring for patients. These odors may be nauseating for an ill person or cause allergic reactions. Please use a reliable deodorant. The synthetic fabric of some clothing picks up body odor which may be difficult to eliminate. Good oral hygiene is also necessary.
20. Students are to report to the facility at the scheduled time. Both fieldwork coordinators/educators and students need to provide advanced notice to the AFWC as well as to each other of any scheduling changes.
21. **Level II Fieldwork Holiday Schedule:** Students are required to follow the holiday schedule and policies of their assigned fieldwork site. During Level II Fieldwork, if a holiday falls on a scheduled fieldwork day and the facility remains open, students are expected to report to the site and participate in fieldwork as scheduled. If the facility is closed in observance of a holiday, students should follow the site's guidance regarding attendance and scheduling.
22. Tardiness: Promptness is expected as a professional behavior and tardiness is not acceptable. A student who is dismissed from a site due to issues with chronic tardiness will fail the rotation. The student will need a remediation plan if a second rotation is a consideration. Students who are administratively withdrawn, voluntarily withdraw, or are dismissed from the OTA program may petition for readmission. **Readmission is permitted only once** and is subject to the policies and procedures outlined in the **Readmission Policy (Student Handbook, p. 42)**. **It is recommended for students to arrive 30 minutes early to the assigned schedule start time.**

23. Reporting of Accident: In the case of any accident, the student must report the incident in accordance with the facility's standard procedure. Students must report injuries to the school immediately and no later than 24 hours of the incident.
24. Student problems: The AFWC and the program director are available for consultation with either the student or FWE at any time for problems, concerns, or emergencies. All advisement related to fieldwork is the responsibility of the COC OTA program faculty.
25. Disputes regarding grades must be directed at the COC OTA academic fieldwork coordinator, who makes the final pass/fail determination.

Professional Use of Electronic Devices

Students are expected to use personal electronic devices in a professional manner that supports client safety, confidentiality, and learning. Unless specifically authorized by the FWE or required for approved educational activities, students shall not:

- Use personal cell phones during client care or while performing assigned fieldwork responsibilities.
- Send or receive personal text messages during scheduled fieldwork hours.
- Wear earbuds, headphones, or other personal audio devices while engaged in fieldwork activities.
- Photograph, video record, or audio record clients, staff, medical records, treatment areas, or facility property.
- Access social media or other non-work-related websites during scheduled fieldwork hours.

The use of Artificial Intelligence (AI) technologies during fieldwork is governed by the OTA program Artificial Intelligence Policy and all applicable HIPAA, confidentiality, and fieldwork site policies. Unauthorized use of electronic devices may result in disciplinary action by the OTA program and/or the assigned fieldwork site.

Mandated Reporting and Safety Reporting

Students are expected to comply with all applicable federal and California laws, college policies, and fieldwork site policies regarding the reporting of suspected abuse, neglect, client safety concerns, and other reportable incidents.

Students shall immediately notify the **fieldwork educator** (FWE) of any observed or suspected:

- Child abuse or neglect
- Abuse or neglect of a dependent adult or older adult
- Client safety concerns
- Unsafe clinical practices
- Significant changes in a client's condition
- Ethical concerns
- Any situation that may place a client, staff member, student, or visitor at risk

Students shall also notify the **academic fieldwork coordinator** (AFWC) as soon as reasonably possible following any significant safety event or reportable incident.

Students are expected to follow the reporting procedures established by the assigned fieldwork site. Failure to report suspected abuse, neglect, or client safety concerns may result in disciplinary action consistent with OTA program policies.

Fitness for Fieldwork Participation

Students are expected to report to every fieldwork assignment physically, mentally, and emotionally prepared to safely participate in client care.

Students shall not report to or participate in fieldwork while working under the influence of alcohol, illegal drugs, cannabis when impairment is present, the misuse of prescription or over-the-counter medications,

or any other substance that may impair judgment, cognition, communication, coordination, motor performance, or professional behavior.

Students are also expected to report to fieldwork fit for duty. Reporting to fieldwork while experiencing significant impairment from fatigue, illness, lack of sleep, or the aftereffects of alcohol consumption (including a hangover or any condition that may impair safe clinical performance) may be considered unprofessional conduct.

If the FWE or designated facility personnel believe a student is unable to safely participate in fieldwork activities because of suspected impairment or inability to safely perform assigned responsibilities, the student may be immediately removed from client care responsibilities. The AFWC shall be notified promptly.

The OTA program may require medical clearance or other documentation before the student may return to fieldwork.

Communication of Concerns

Students are encouraged to communicate questions or concerns promptly to promote successful fieldwork experiences.

Whenever appropriate, students should use the following communication pathway:

1. Discuss concerns directly with the fieldwork educator.
2. Contact the academic fieldwork coordinator if concerns remain unresolved or involve safety, educational, or professional issues.
3. The program director will become involved when additional intervention or administrative review is necessary.

Students should immediately report concerns involving client safety, unethical conduct, harassment, discrimination, confidentiality violations, unsafe working conditions, or other significant incidents.

The College of the Canyons Occupational Therapy Assistant Program policies and procedures and the information in this fieldwork handbook is subject to change.

LEVEL I FIELDWORK (OTA 133, OTA 163, OTA 173)

Level I Fieldwork is designed to be an integral part of didactic coursework through directed observations and participation in selected aspects of the occupational therapy process; and includes mechanisms for formal evaluation of student performance. Level I Fieldwork may be met through one or more of the following instructional methods:

- Simulated environments
- Standardized patients
- Faculty practice
- Faculty-led site visits
- Supervision by a fieldwork educator in a practice environment

These experiences shall not substitute for any part of Level II Fieldwork and are not intended to emphasize independent performance. Level I Fieldwork shall be supervised by qualified personnel which include, but are not limited to, licensed occupational therapists, certified occupational therapy assistants, speech pathologists, teachers, activity directors, occupational therapists, social workers, nurses, and recreational therapists.

LEVEL I GENERAL LEARNING OBJECTIVES

During the Level I Fieldwork experience, students are expected to:

1. Apply classroom and laboratory concepts through observation and guided participation in authentic practice settings.
2. Demonstrate professional behaviors, ethical conduct, accountability, and receptiveness to feedback and supervision.
3. Communicate respectfully and professionally with clients, caregivers, fieldwork educators, and other members of the healthcare team.
4. Develop positive working relationships while maintaining client confidentiality and demonstrating respect for individual differences, cultural diversity, and safety.
5. Observe the roles and responsibilities of the occupational therapist, occupational therapy assistant, and other interprofessional team members.
6. Observe the occupational therapy process, including evaluation, intervention, documentation, discharge planning, and administrative functions, as appropriate to the setting.
7. Identify the influence of the environment, client factors, occupations, and contextual factors on occupational performance and participation.
8. Relate observed occupational therapy services to course concepts, including activity analysis, therapeutic communication, professional reasoning, and client-centered practice.
9. Participate in learning activities appropriate to the site and within the scope of a Level I Fieldwork student, under the supervision of qualified personnel.
10. Complete all required fieldwork assignments, observations, interviews, and reflective activities as assigned by the OTA program and fieldwork site.

LEVEL I FIELDWORK STUDENT

Students participating in Level I Fieldwork are expected to:

1. Report to the assigned fieldwork site on the dates and times established by the academic fieldwork coordinator (AFWC). The AFWC will provide students with all pertinent information regarding the placement, including the facility name, reporting instructions, required dress code, and any pre-placement requirements. Students are not to contact the fieldwork site unless specifically instructed to do so by the AFWC.
2. Review and comply with all information provided by the AFWC prior to the start of fieldwork. Additional facility-specific policies, procedures, expectations, and orientation information may be provided by the facility on the first day of the fieldwork experience.
3. Report to the assigned fieldwork site on the designated date and at the designated time. Schedule changes are not permitted. If an emergency or unforeseen circumstance prevents attendance, the student must notify both the AFWC and the designated fieldwork site contact as soon as possible and follow the OTA program attendance and absence policy. Students who are administratively withdrawn, voluntarily withdraw, or are dismissed from the OTA program may petition for readmission. Readmission is permitted only once and is subject to the policies and procedures outlined in the **Readmission Policy** in the **OTA Student Handbook, p. 42**.
4. Provide their own reliable transportation to and from the assigned fieldwork site.
5. Maintain professional behavior and professional relationships at all times by adhering to facility policies, following safety procedures, protecting client confidentiality, and demonstrating conduct consistent with the ethical standards of the occupational therapy profession.

Facility requirements may include, but are not limited to:

- Confidentiality and HIPAA compliance
- Infection prevention and standard precautions
- Safety and emergency procedures
- Security procedures
- Professional dress code and identification badges
- Attendance and scheduling requirements
- Documentation standards
- Electronic health record requirements
- Use of personal electronic devices
- Parking and facility access

Failure to comply with fieldwork site policies may result in removal from the fieldwork site, disciplinary action, failure of the fieldwork course, or dismissal from the OTA program.

6. Promptly communicate with the AFWC regarding any concerns, special needs, or issues related to the fieldwork placement.
7. Complete all required fieldwork assignments, documentation, and records within the established timeframes.
8. Complete the required Fieldwork Site Evaluation by the designated deadline.
9. Maintain accurate attendance records and ensure compliance with all fieldwork attendance and documentation requirements.

LEVEL I ACADEMIC FIELDWORK COORDINATOR

Academic Fieldwork Coordinator (AFWC)'s Responsibilities

AFWC are to:

1. Provide opportunities for basic exposure, observation, and participative experiences at their discretion with clients/patients.
2. Provide orientation to the practical setting.
3. Provide supervision and necessary support to the students as well as ongoing verbal feedback regarding progress or problems.
4. Verify student's attendance by signing the student attendance record.
5. Complete the students' performance evaluation form upon the completion of the fieldwork experience. Contact the AFWC should assistance be needed to address student's performance.

LEVEL I FIELDWORK COURSE SEQUENCE

The College of the Canyons Occupational Therapy Assistant (OTA) program incorporates three progressive **Level I Fieldwork** experiences that are integrated with concurrent didactic and laboratory coursework. Each Level I Fieldwork course provides students with opportunities to observe occupational therapy practice, apply classroom concepts, develop professional behaviors, and strengthen clinical reasoning through structured observation and guided participation appropriate for a Level I student.

Each Level I Fieldwork experience consists of **30 contact hours (0.5 units)** and is completed **Fridays from 9 a.m. to 1 p.m.** under the supervision of qualified site personnel and the Academic Fieldwork Coordinator (AFWC). Fieldwork experiences progress from psychosocial practice to pediatric practice and culminate in adult rehabilitation, allowing students to build knowledge and professional competence throughout the curriculum.

OTA 133 – Level I Fieldwork in Psychosocial Issues (Fall Semester)

Concurrent Courses

- OTA 100 – Structural Foundations and Theory of Occupational Therapy
- OTA 110 – Foundations of Activity Analysis and Documentation
- OTA 120 – Foundations of Biomechanics and Applied Kinesiology in Occupational Therapy
- OTA 121L – Fundamental Practice of Biomechanics and Applied Kinesiology in Occupational Therapy Lab
- OTA 130 – Foundational Theory and Process in Neurological Disorders and Psychosocial Issues
- OTA 131L – Fundamental Practice in Neurological Disorders and Psychosocial Issues Lab

Fieldwork Experience

OTA 133 introduces students to occupational therapy practice in psychosocial and behavioral health settings. Through structured observation and limited participation appropriate for a Level I experience, students develop foundational observation skills while examining the influence of psychosocial, neurological, environmental, and contextual factors on occupational participation. Students observe professional communication, therapeutic use of self, group interactions, and the role of occupational therapy within interdisciplinary practice while maintaining ethical and professional behaviors.

Relationship to Didactic Curriculum

The fieldwork experience complements classroom instruction by allowing students to apply concepts related to occupational therapy theory, activity analysis, documentation, psychosocial practice, neurological disorders, therapeutic communication, professional behaviors, and the Occupational Therapy Practice Framework in authentic practice settings.

OTA 163 – Level I Fieldwork in Developmental Disabilities and Pediatric Conditions (Spring Semester)

Concurrent Courses

- OTA 141 – Conditions, Wellness, and Fundamental Treatment in Occupational Therapy
- OTA 151 – Advanced Fundamentals of Documentation in Occupational Therapy
- OTA 161 – Fundamental Theory and Process in Developmental Disabilities and Pediatric Conditions
- OTA 162L – Functional Interventions in Developmental Disabilities and Pediatric Conditions Lab
- OTA 171 – Fundamental Theory and Process in Physical Dysfunction and Adult Rehabilitation
- OTA 172L – Functional Interventions in Physical Dysfunction and Adult Rehabilitation Lab

Fieldwork Experience

OTA 163 provides students with structured Level I Fieldwork experiences in pediatric and developmental settings serving infants, children, and adolescents. Students observe developmental milestones, play, communication, social participation, sensory processing, environmental supports, and the influence of developmental disabilities and pediatric conditions on occupational performance. Students continue to develop professional behaviors, observational skills, and clinical reasoning while integrating classroom concepts into real-world practice.

Relationship to Didactic Curriculum

The fieldwork experience reinforces classroom learning related to child development, developmental disabilities, pediatric occupational therapy, activity analysis, documentation, therapeutic communication, and client-centered practice by allowing students to connect theoretical concepts with observable participation in meaningful occupations.

OTA 173 – Level I Fieldwork in Physical Dysfunction and Adult Rehabilitation (Summer Semester)

Concurrent Courses

- OTA 202 – Functional Management of Occupational Therapy Services
- OTA 212 – Advanced Functional Interventions and Evidence-Based Practice in Occupational Therapy
- OTA 222L – Clinical Competency and Reasoning Skills Lab

Fieldwork Experience

OTA 173 provides students with Level I Fieldwork experiences in adult rehabilitation and physical dysfunction settings. Students observe occupational therapy services for adults experiencing illness, injury, disability, and age-related conditions affecting occupational performance. Students examine activities of daily living, functional mobility, environmental modifications, adaptive equipment, interdisciplinary collaboration, documentation practices, and strategies that promote participation, independence, health, and quality of life while demonstrating professionalism and ethical practice.

Relationship to Didactic Curriculum

This fieldwork experience integrates knowledge gained throughout the OTA curriculum by reinforcing concepts related to adult rehabilitation, physical dysfunction, occupational performance, evidence-based practice, documentation, clinical reasoning, professional communication, and the occupational therapy process as students prepare for Level II Fieldwork.

LEVEL I FIELDWORK EVALUATION AND PROFESSIONAL PERFORMANCE

Student performance during each Level I Fieldwork course is evaluated using multiple measures designed to assess professionalism, participation, integration of classroom knowledge, and successful completion of course objectives.

Successful completion of each Level I Fieldwork course requires students to satisfactorily complete all of the following components:

Evaluation Component	Percentage
Weekly Reflection Assignments	40%
Signature Assignment	20%
Professional Performance Evaluation (Site Coordinator)	25%
Attendance, Documentation, Time Logs, and Required Forms	15%

Students must successfully complete all required fieldwork hours (30 hours) and achieve the minimum overall course grade as required by the OTA program course syllabus.

Professional Performance Evaluation

At the conclusion of each Level I Fieldwork rotation, the site coordinator (or designated supervisor) will complete a brief Professional Performance Evaluation before signing the student's attendance verification.

The purpose of this evaluation is to provide constructive feedback regarding the student's professional behaviors and readiness for continued Level I and Level II Fieldwork experiences. The evaluation is not intended to assess clinical competency, but rather the student's professional conduct, participation, and adherence to site and OTA program expectations during the observation-based Level I Fieldwork experience.

The site coordinator will evaluate the student using the following criteria:

Professional Behavior	Meets Expectations	Needs Improvement	Unsatisfactory	Points
1. Attendance and punctuality (arrives on time and remains for the entire scheduled experience)	☐	☐	☐	4
2. Professional appearance (complies with dress code, identification badge, and personal hygiene requirements)	☐	☐	☐	3
3. Professional behavior and communication (courteous, respectful, receptive to feedback, maintains professional relationships)	☐	☐	☐	5
4. Adherence to facility policies and safety procedures	☐	☐	☐	4
5. Confidentiality and ethical conduct (maintains client privacy and professional boundaries)	☐	☐	☐	4
6. Engagement and initiative appropriate for a Level I Fieldwork student (demonstrates interest, participates appropriately, asks relevant questions, remains attentive)	☐	☐	☐	5
Total Possible Points				25

Scoring Criteria

Each professional behavior category is scored as follows:

- Meets Expectations = Full points for the category
- Needs Improvement = One-half of the available points
- Unsatisfactory = Zero points

The Professional Performance Evaluation accounts for 25% of the student's final course grade.

Site Coordinator Comments

The site coordinator is encouraged to provide written comments regarding:

- Student strengths
- Areas for improvement
- Professional concerns
- Attendance or punctuality concerns
- Safety concerns
- Communication concerns
- Additional recommendations

Written comments are required for any rating of Needs Improvement or Unsatisfactory and become part of the student's permanent fieldwork record. These comments may be considered by the Academic Fieldwork Coordinator (AFWC) when determining successful completion of the course and student progression.

Point Deductions for Professional Behavior

The AFWC may deduct points from the 25-point Professional Performance Evaluation based on documented observations by the site coordinator and/or direct observation by the AFWC.

Behavior	Suggested Point Deduction*
Unexcused tardiness or early departure	Up to 2 points per occurrence
Failure to comply with the required dress code, identification badge, or professional appearance	Up to 3 points
Inappropriate or unprofessional communication with clients, staff, peers, faculty, or the site coordinator	Up to 5 points
Failure to follow facility policies, procedures, or safety requirements	Up to 4 points
Lack of engagement, initiative, attentiveness, or appropriate participation during the fieldwork experience	Up to 5 points
Minor confidentiality or professional boundary concern that does not constitute a HIPAA violation	Up to 4 points
Failure to complete required attendance documentation, time logs, or required forms by the established deadline	Up to 2 points

Serious Professional Violations

The following behaviors are considered serious violations and may result in immediate removal from the fieldwork site, a score of zero for the Professional Performance Evaluation, failure of the Level I Fieldwork course, and/or additional disciplinary action in accordance with the OTA Student Handbook and OTA program policies:

- Violation of patient/client confidentiality or HIPAA requirements.
- Unsafe behavior that places clients, staff, students, or others at risk.
- Falsification of attendance records, time logs, or other fieldwork documentation.
- Dishonesty, academic misconduct, or unethical conduct.
- Failure to comply with facility policies after receiving corrective instruction.
- Any behavior determined by the site coordinator or academic fieldwork coordinator to jeopardize client safety, the learning environment, the educational experience, or the college's affiliation agreement.

*The AFWC retains the discretion to determine the final point deduction based on the severity, frequency, and documentation of the behavior.

Academic Fieldwork Coordinator Review

At the completion of each Level I Fieldwork experience, the AFWC will review:

- Professional Performance Evaluation
- Site coordinator comments
- Attendance records
- Time logs
- Weekly reflections

- Signature Assignment
- Required fieldwork documentation

Students demonstrating concerns related to professionalism, attendance, communication, safety, ethical conduct, or other fieldwork expectations may be required to:

- Meet with the academic fieldwork coordinator.
- Complete a Professional Improvement Plan or remediation activities.
- Receive additional assignments or reflective activities as determined by the academic fieldwork coordinator.
- Participate in a meeting with the program director, when appropriate.
- Be removed from the fieldwork site.
- Fail the Level I Fieldwork course if course objectives or professional expectations are not satisfactorily met.
- Be subject to additional disciplinary action in accordance with the OTA Student Handbook and OTA program policies.

Successful completion of each Level I Fieldwork course is required for progression within the OTA program. Students must satisfy all course requirements as outlined in the course syllabus, the OTA Student Handbook, and this Fieldwork Education Handbook.

LEVEL II FIELDWORK (OTA 233 AND OTA 243)

Level II Fieldwork is the culminating fieldwork education component of the College of the Canyons Occupational Therapy Assistant (OTA) program. The purpose of Level II Fieldwork is to provide students with in-depth fieldwork experiences that promote the integration and application of didactic knowledge, professional behaviors, clinical reasoning, ethical decision-making, and evidence-based occupational therapy practice. Through supervised fieldwork experiences, students develop entry-level competency as an occupational therapy assistant while demonstrating professionalism, accountability, effective communication, and client-centered care.

Students complete **two full-time, eight-week Level II Fieldwork rotations** for a minimum of **16 weeks** of supervised fieldwork education. Rotations are completed in two different practice settings that provide opportunities to work with diverse client populations across the lifespan. Practice settings may include, but are not limited to, hospitals, inpatient rehabilitation facilities, skilled nursing facilities, outpatient clinics, school-based practice, community-based programs, home health, mental health settings, emerging practice settings, or other occupational therapy practice areas approved by the academic fieldwork coordinator (AFWC).

Students are supervised by a licensed occupational therapist (OTR/L) or certified/licensed occupational therapy assistant (COTA/L), when permitted by state law, who meets applicable state licensure requirements and has a minimum of one year of professional experience following initial certification or licensure. Supervision shall be provided in accordance with current ACOTE standards, applicable state regulations, and COC OTA program policies.

LEVEL II GENERAL POLICIES

1.1 Fieldwork Requirements

Students must successfully complete two full-time Level II Fieldwork rotations (OTA 233 and OTA 243), each consisting of eight consecutive weeks, for a minimum of 16 weeks of supervised fieldwork education to satisfy the OTA program graduation requirements.

Level II Fieldwork begins immediately following the successful completion of all OTA didactic, laboratory, and Level I Fieldwork courses, which conclude at the end of the summer semester. Level II Fieldwork is designed to be a continuous educational experience, with students progressing from the first assigned rotation directly into the second assigned rotation according to the schedule established by the AFWC.

Fieldwork is typically completed five days per week, for up to 40 hours per week, according to the operating schedule of the assigned fieldwork facility. Daily schedules and hours are determined by the fieldwork site and constitute full-time status as defined by the facility.

Level II Fieldwork is an educational requirement of the OTA program. Students will not receive compensation, wages, stipends, salaries, or employee benefits while participating in Level II Fieldwork.

Students must complete 16 weeks of Level II Fieldwork within 12 months following the successful completion of the didactic portion of the OTA program. Students who do not successfully complete all Level II Fieldwork requirements within this 12-month period will be dismissed from the OTA program and will not be eligible to graduate or receive the Associate of Science degree in Occupational Therapy Assistant.

1.2 Fieldwork Placement Assignments

Fieldwork assignments are determined solely by the AFWC based on numerous educational and administrative factors, including but not limited to:

- Student learning needs
- Availability of qualified fieldwork sites
- Fieldwork educator availability
- Educational objectives
- Practice setting requirements
- Geographic location
- Student progression within the OTA curriculum

Students may not arrange their own Level II Fieldwork placements.

Placement requests are considered but cannot be guaranteed.

1.3 Residential Address Changes

Students are responsible for maintaining current contact and residential address information with the OTA program throughout their enrollment.

Students who change their primary residence **must notify the AFWC in writing within 30 calendar days** of the address change.

Fieldwork placements are assigned based on educational objectives, site availability, and geographic location. To promote equitable placement opportunities and minimize excessive travel, **Level II Fieldwork assignments are generally made within an approximately 80-mile radius of the student's primary residence on file with the OTA program at the time fieldwork assignments are finalized.**

Failure to notify the AFWC of a change in residence within the required timeframe may result in assignment to a previously scheduled fieldwork site based on the address on file. The OTA program is not responsible for reassigning or relocating a student because of an unreported or late-reported address change.

Students who relocate after fieldwork assignments have been finalized should not expect their placement to be changed. Requests for reassignment due to a residential move will be reviewed on a case-by-case basis by the AFWC and program director and **are not guaranteed**. Students are responsible for providing **their own reliable transportation** to and from all assigned fieldwork sites. Students are expected to **drive their own personal vehicle**, maintain a **valid driver's license**, and maintain **current automobile insurance** throughout all Level I and Level II Fieldwork experiences. The OTA program and COC are not responsible for

providing transportation to or from fieldwork sites, and students are responsible for all transportation-related expenses incurred during their fieldwork education.

1.4 Attendance

Attendance is mandatory.

The OTA program does not permit personal or vacation days during Level II Fieldwork.

Students who are absent because of illness, injury, emergency, or other extenuating circumstances must notify both the FWE and the AFWC **before the scheduled start time**, unless circumstances prevent notification.

Students must comply with all facility attendance policies. Required documentation supporting an absence may be requested by either the fieldwork facility or the OTA program.

All missed fieldwork hours must be made up according to the fieldwork site's policies and with approval of the FWE and AFWC.

Failure to complete required fieldwork hours may result in failure of the course.

1.5 Academic Eligibility

Students must successfully complete all prerequisite coursework, general education requirements, and OTA core courses with a minimum grade of **C** or better before beginning Level II Fieldwork.

1.6 Fieldwork Evaluation

Student performance will be evaluated using the current AOTA Fieldwork Performance Evaluation (FWPE) for the occupational therapy assistant student.

Midterm and final evaluations shall be completed by the FWE.

Students must successfully meet all requirements established by the OTA program and the current AOTA FWPE to successfully complete each Level II Fieldwork rotation.

1.7 Course Completion Requirements

Successful completion of Level II Fieldwork requires students to:

- Successfully complete all required fieldwork hours.
- Meet the minimum passing requirements on the AOTA FWPE.
- Successfully complete all OTA program assignments and documentation.
- Submit all required paperwork by established deadlines.
- Attend required meetings with OTA faculty.
- Maintain timely communication with OTA faculty.
- Complete the AOTA Student Evaluation of the Fieldwork Experience (SEFWE).
- Complete attendance records and required documentation.
- Comply with all facility exit requirements, including returning identification badges, keys, access cards, electronic devices, equipment, or any other facility-issued property.

1.8 Withdrawal or Removal

Students requesting withdrawal from Level II Fieldwork due to documented illness or extenuating circumstances must notify both the AFWC and the FWE immediately.

Approval for reassignment is at the discretion of the program director and AFWC and is **not guaranteed**.

Students shall not independently withdraw from a fieldwork placement.

Students who withdraw without approval may receive a failing grade for the fieldwork experience.

1.9 Repeating Level II Fieldwork

Students must successfully complete both Level II Fieldwork rotations to be eligible for graduation and subsequent eligibility to sit for the NBCOT Certification Examination.

If a student fails a Level II Fieldwork rotation, one repeat opportunity may be considered at the discretion of OTA faculty, subject to:

- Successful completion of remediation.
- Availability of an appropriate fieldwork placement.
- Compliance with OTA program policies.

Failure of a repeated Level II Fieldwork rotation will result in dismissal from the OTA program.

CRITERIA FOR LEVEL II FIELDWORK SITE SELECTION

To provide students with high-quality educational experiences, Level II Fieldwork placements are selected and approved by the AFWC using the following criteria.

1. The fieldwork site shall be appropriately licensed, accredited, certified, regulated, or otherwise authorized to provide services consistent with applicable federal, state, and local requirements.
2. A current, fully executed affiliation agreement between the fieldwork site and COC must be in effect before students begin a Level II Fieldwork experience.
3. The fieldwork site shall provide:
    - A learning environment that supports the educational objectives of the OTA program.
    - Opportunities to apply occupational therapy knowledge, clinical reasoning, and professional behaviors.
    - Appropriate client populations and learning experiences.
    - Adequate space, equipment, supplies, and educational resources.
4. Students shall be supervised by a licensed occupational therapist (OTR/L) or certified/licensed occupational therapy assistant (COTA/L), when permitted by state law, who:
    - Meets applicable state licensure requirements.
    - Has a minimum of one year of professional experience following initial certification or licensure.
    - Demonstrates competence in supervision and professional role modeling.
    - Provides supervision appropriate to the student's level of performance.
5. Fieldwork objectives shall:
    - Be collaboratively developed by the academic fieldwork coordinator and the fieldwork site.
    - Align with OTA program curriculum and learning outcomes.
    - Be communicated to students before or during site orientation.
    - Support progressive development toward entry-level competency.
6. Student caseloads and supervision shall be appropriate to ensure safe client care and meaningful educational experiences.
7. Approved fieldwork sites shall demonstrate:
    - Client-centered, occupation-based practice.
    - Ethical and professional standards.
    - Respect for diversity, equity, inclusion, and cultural humility.

- Safe practice environments.
- Effective interdisciplinary collaboration.
- Compliance with HIPAA and patient confidentiality requirements.

STUDENT PERFORMANCE CONCERNS, REMEDIATION, AND TERMINATION FROM A LEVEL II FIELDWORK SITE

The College of the Canyons OTA program is committed to supporting student success while maintaining patient safety, professional standards, and quality fieldwork experiences.

If concerns arise regarding a student's performance, early communication between the student, fieldwork educator (FWE), and academic fieldwork coordinator (AFWC) is expected.

Performance Concerns

Examples include, but are not limited to:

- Unsafe clinical performance.
- Failure to demonstrate professional behavior.
- Unethical conduct.
- Violation of patient/client confidentiality, including violations of the Health Insurance Portability and Accountability Act (HIPAA). Uploading, entering, sharing, or transmitting any patient/client information, images, documents, recordings, or other Protected Health Information (PHI) into any artificial intelligence (AI) platform, chatbot, or AI database (e.g., ChatGPT, Google Gemini, Microsoft Copilot, Claude, or similar AI technologies), whether identifiable or de-identified, without the express written authorization of the fieldwork facility and in accordance with applicable federal, state, and facility policies, is strictly prohibited. Such conduct will be considered a serious violation of patient confidentiality and HIPAA and may result in immediate removal from the fieldwork site, failure of the Level II Fieldwork course, dismissal from the OTA program, and any additional disciplinary action required by college policy or the fieldwork facility.
- Failure to comply with facility policies or OTA program policies.
- Unsatisfactory progress toward entry-level competency.
- Deficiencies in clinical reasoning, documentation, communication, or intervention skills.
- Poor attendance, excessive tardiness, or failure to complete required fieldwork hours.
- Failure to respond appropriately to supervisory feedback.

Required Notification

If a student's performance becomes unsatisfactory at any time, the FWE shall notify the AFWC immediately.

Remediation Process

When appropriate, a written remediation plan may be developed identifying:

- Performance deficiencies.
- Measurable improvement goals.
- Required learning activities.
- Increased supervision.
- Required meetings.
- Timelines for improvement.
- Reassessment methods.

- Successful completion of a remediation plan does not guarantee successful completion of the fieldwork experience.

Removal from a Fieldwork Site

A student may be removed when:

- Continued participation presents a safety risk.
- Professional or ethical violations occur.
- The fieldwork educator determines the student cannot safely continue.
- The OTA program determines removal is necessary.
- The student fails to comply with a remediation plan.

Removal from a fieldwork site does not guarantee reassignment to another site.

RECOMMENDED LEVEL II FIELDWORK EVALUATION SCHEDULE

To promote student success and timely communication, the OTA program recommends the following evaluation schedule for all Level II Fieldwork experiences.

Week	Evaluation Activity
Week 1	Site orientation, review of objectives, documentation systems, policies, safety procedures, and initial caseload expectations.
Week 2	Informal performance review addressing professionalism, communication, attendance, clinical reasoning, and identification of any early concerns.
Week 4	Midterm evaluation using the current AOTA Fieldwork Performance Evaluation (FWPE). Develop a written remediation plan if necessary. Students are also required to participate in an in-person midterm check-in meeting at the fieldwork site with the academic fieldwork coordinator. During this meeting, the academic fieldwork coordinator, fieldwork educator, and student will review the student's progress, discuss strengths, identify areas for improvement, address any concerns, review the midterm FWPE, and develop a plan for successful completion of the remainder of the Level II Fieldwork experience, if needed.
Week 6	Informal progress review and reassessment of remediation goals, if applicable.
Week 8	Final AOTA Fieldwork Performance Evaluation (FWPE), completion of required documentation, review of student performance, discussion of professional growth, and completion of the AOTA Student Evaluation of the Fieldwork Experience (SEFWE).

The AFWC may conduct additional site visits, telephone conferences, video conferences, or electronic communication whenever concerns arise or additional support is needed.

Weekly Time Sheet Requirement

Students are required to accurately document all Level II Fieldwork hours using the OTA program's **Weekly Fieldwork Time Sheet.**

- A completed time sheet must be submitted **weekly** to the academic fieldwork coordinator.
- The time sheet must be **reviewed and signed by the fieldwork educator or designated site supervisor** before submission.
- Students are responsible for accurately documenting daily hours worked, absences, tardiness, and any make-up hours completed.

- Failure to submit a completed and signed weekly time sheet by the established deadline may result in point deductions, delayed course progression, or other action as determined by the academic fieldwork coordinator.
- Submission of falsified time records or forged signatures constitutes academic misconduct and may result in failure of the Level II Fieldwork course, dismissal from the OTA program, and additional disciplinary action in accordance with college and OTA program policies.

LEVEL II GENERAL OBJECTIVES

The purpose of Level II Fieldwork is to provide students with in-depth fieldwork experiences that promote the development of entry-level competence as an Occupational Therapy Assistant (OTA). Under the supervision of a qualified Occupational Therapist or Occupational Therapy Assistant, students integrate knowledge, clinical reasoning, technical skills, professional behaviors, and ethical decision-making acquired throughout the OTA curriculum.

Upon successful completion of each Level II Fieldwork experience, students are expected to demonstrate entry-level competence consistent with the **AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Assistant**, applicable ACOTE Standards, and the expectations of the College of the Canyons OTA program.

A. Professional Behaviors

Students are expected to:

- Demonstrate ethical, legal, and professional conduct consistent with the AOTA Code of Ethics, OTA program policies, and fieldwork site policies and procedures.
- Demonstrate responsibility, accountability, integrity, initiative, dependability, flexibility, professional appearance, and sound professional judgment appropriate to the fieldwork setting.
- Establish, maintain, and appropriately terminate therapeutic relationships with clients while maintaining professional boundaries.
- Demonstrate active listening, empathy, compassion, cultural humility, and respect for each client's values, beliefs, communication style, personal space, and psychosocial factors influencing occupational participation.
- Develop and maintain positive, respectful, and collaborative working relationships with fieldwork educators, occupational therapists, occupational therapy assistants, healthcare professionals, clients, families, caregivers, and other members of the interprofessional team.
- Accept constructive feedback professionally and incorporate recommendations into fieldwork performance in a timely manner.
- Demonstrate initiative by identifying problems, proposing appropriate solutions, seeking supervision when needed, asking relevant questions, and using available resources to support learning and clinical decision-making.
- Demonstrate commitment to lifelong learning by independently seeking educational opportunities, utilizing evidence-informed resources, and engaging in self-directed professional development.
- Demonstrate self-awareness by identifying personal strengths, limitations, and areas requiring continued professional growth through ongoing self-reflection.
- Demonstrate punctuality, dependability, and readiness for all scheduled work assignments, meetings, educational activities, and client care responsibilities.
- Demonstrate effective time management by organizing responsibilities, using unstructured time productively, completing assignments on time, adapting to changes in workload or scheduling, and modifying priorities appropriately.

- Assist in maintaining a safe, organized, and efficient treatment environment, including the appropriate care of equipment, supplies, materials, and therapeutic spaces.

B. Communication and Professional Relationships

Students are expected to:

- Communicate effectively, professionally, and respectfully with clients, families, caregivers, fieldwork educators, OTA program faculty, and members of the interprofessional healthcare team.
- Communicate the value of occupation as both the primary therapeutic intervention and the desired outcome of occupational therapy services.
- Follow written, verbal, and demonstrated instructions accurately while seeking clarification whenever expectations or procedures are unclear.
- Modify verbal, written, and nonverbal communication strategies based on the client's age, culture, language, cognitive status, communication abilities, health literacy, and response to intervention, including the appropriate use of interpreters or other communication supports when available.
- Introduce themselves appropriately, clearly identify their role as an OTA student, and communicate within the scope of their educational preparation.
- Demonstrate therapeutic use of self and communication strategies that are appropriate to the client's age, culture, language, cognitive status, communication abilities, and individual needs.
- Maintain appropriate professional boundaries and exercise sound judgment regarding personal self-disclosure when interacting with clients, families, caregivers, colleagues, and the public.
- Complete documentation that is accurate, objective, organized, timely, and consistent with facility policies, payer requirements, legal standards, and OTA program expectations.
- Maintain timely communication with the academic fieldwork coordinator and promptly report concerns, changes in status, absences, or other issues affecting fieldwork performance.

C. Safety, Ethics, and Confidentiality

Students are expected to:

- Demonstrate safe clinical judgment and consistently implement safety procedures to protect clients, caregivers, staff, and themselves.
- Follow infection prevention procedures, standard precautions, facility safety policies, and emergency procedures.
- Demonstrate knowledge of the fieldwork site's safety procedures, including emergency response protocols, fire and disaster procedures, infection prevention, and other facility-specific safety requirements.
- Assess treatment environments for potential safety hazards and implement appropriate strategies to reduce the risk of injury to clients, caregivers, staff, and self.
- Follow safe handling procedures for equipment, sharps, assistive devices, and therapeutic materials while continuously monitoring the client's physiological and behavioral responses to intervention and seeking assistance whenever safety concerns arise.
- Protect client privacy and confidentiality by maintaining secure handling of all verbal, written, electronic, and photographic information in accordance with HIPAA, facility policies, and applicable federal and state laws.
- Maintain confidential conversations only in appropriate private settings and safeguard all client records and documentation from unauthorized access.
- Recognize personal limitations and seek supervision whenever client safety, ethical practice, or quality of care may be affected.

D. Occupational Therapy Process

Students are expected to:

- Gather and organize relevant information through observation, client interviews, review of medical records, consultation with caregivers and members of the interprofessional team, and other methods permitted by state law and facility policy.
- Participate in data collection procedures appropriate to the OTA role, including observation, interviews, administration of selected assessment tools as delegated, and accurate documentation of client performance.
- Analyze collected information to identify client strengths, occupational performance deficits, contextual influences, and factors affecting participation in meaningful occupations.
- Collaborate with the supervising occupational therapist in developing, implementing, modifying, and documenting occupation-based, client-centered intervention plans that reflect the client's goals, strengths, needs, discharge plans, and environmental considerations.
- Select, implement, grade, or adapt therapeutic activities, occupations, interventions, and therapeutic media under the supervision of the occupational therapist based on client performance, safety, and established goals.
- Monitor and document client response to intervention, measure outcomes, communicate observations and recommendations to the supervising occupational therapist and fieldwork educator, and modify interventions as appropriate within the OTA scope of practice.
- Participate in discharge planning, client and caregiver education, transition planning, and identification of appropriate community resources that support continued occupational performance, participation, health, and well-being.

E. Professional Competence

Students are expected to:

- Demonstrate increasing independence and efficiency appropriate to their stage of fieldwork while recognizing the need for supervision and consultation.
- Collaborate effectively with occupational therapists, occupational therapy assistants, healthcare professionals, clients, families, caregivers, and other members of the interprofessional team.
- Demonstrate an understanding of the roles, responsibilities, and contributions of occupational therapists, occupational therapy assistants, physicians, nurses, rehabilitation professionals, educators, social workers, case managers, and other members of the interprofessional team, and collaborate effectively to support the client's achievement of occupational goals.
- Respect the roles and responsibilities of all healthcare professionals while practicing within the OTA scope of practice.
- Successfully complete all OTA program assignments, facility requirements, and fieldwork responsibilities.
- Demonstrate entry-level competency by successfully completing all OTA program requirements and achieving a passing score on the **AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Assistant.**

CRITERIA FOR LEVEL II FIELDWORK SITE SELECTION

The College of the Canyons OTA program is committed to providing high-quality Level II Fieldwork experiences that support student learning, professional development, and achievement of entry-level competency. Level II Fieldwork sites are selected and approved by the academic fieldwork coordinator (AFWC) using the following criteria:

1. **Site Approval and Affiliation Agreement**
   - The fieldwork site shall be appropriately licensed, accredited, certified, regulated, or otherwise authorized to provide occupational therapy services in accordance with applicable federal, state, and local requirements.
   - A current, fully executed affiliation agreement between the fieldwork site and College of the Canyons must be in effect before students are assigned to the site.
2. **Educational Environment**
   - The fieldwork site shall provide a safe, ethical, and client-centered learning environment that supports the educational goals and objectives of the OTA program.
   - The site shall provide opportunities for students to apply occupational therapy principles, theories, evidence-based practice, clinical reasoning, and professional behaviors in a variety of client care activities appropriate to the student's level of preparation.
   - The fieldwork site shall provide opportunities for ongoing supervision, mentoring, and formal evaluation of student performance throughout the fieldwork experience.
3. **Fieldwork Objectives**
   - Level II Fieldwork objectives shall be developed collaboratively by the academic fieldwork coordinator and the fieldwork educator and shall be consistent with the OTA program curriculum, current ACOTE Standards, and the learning outcomes of the assigned fieldwork experience.
   - Fieldwork objectives, site expectations, and applicable facility policies shall be communicated to students before or during the site's orientation process.
4. **Supervision**
   - Students shall be supervised by a licensed Occupational Therapist (OTR/L) or Certified/Licensed Occupational Therapy Assistant (COTA/L), as permitted by state law, who has a minimum of one year of professional experience following initial certification or licensure.
   - Student supervision shall be sufficient to support safe, ethical, and effective client care while promoting progressive development toward entry-level competency.
5. **Student Learning Opportunities**
   - The fieldwork site shall provide a variety of meaningful learning experiences that allow students to participate in the occupational therapy process, including observation, data collection, intervention planning and implementation, documentation, professional communication, collaboration with the interprofessional team, client and caregiver education, and discharge planning, as appropriate to the practice setting and within the OTA scope of practice.
6. **Professional Practice Environment**
   - The fieldwork site shall demonstrate ethical, occupation-centered, culturally responsive, and evidence-informed practice consistent with the values of the occupational therapy profession.
   - The site shall foster respect for diversity, equity, inclusion, client-centered care, psychosocial factors influencing occupational performance, and the occupational needs of individuals, groups, and populations.

TERMINATION FROM A LEVEL II FIELDWORK SITE

The College of the Canyons OTA program is committed to supporting student success while maintaining patient safety, professional standards, and quality fieldwork experiences. Students are expected to demonstrate satisfactory progress throughout the Level II Fieldwork experience and meet the professional, ethical, academic, and fieldwork expectations of both the OTA program and the assigned fieldwork site.

1. Performance Concerns

A student's performance may be considered unsatisfactory at any time during the Level II Fieldwork experience when concerns include, but are not limited to:

- Unsatisfactory performance or failure to demonstrate satisfactory progress on the **AOTA Fieldwork Performance Evaluation (FWPE)**.
- Unsafe clinical judgment or behaviors that place clients, caregivers, staff, or the student at risk.
- Unethical, illegal, or unprofessional conduct, including violations of the AOTA Code of Ethics, OTA program policies, college policies, or fieldwork site policies.
- Failure to comply with facility procedures, safety requirements, documentation standards, or other essential responsibilities of the fieldwork placement.
- Deficiencies in clinical reasoning, intervention planning or implementation, documentation, communication, professionalism, or other essential competencies required for successful completion of Level II Fieldwork.
- Failure to meet the essential requirements or performance expectations established by the fieldwork site or the OTA program.

2. Notification and Collaborative Review

If a student's performance is identified as deficient at any time during the fieldwork experience, the **fieldwork educator (FWE) shall notify the academic fieldwork coordinator (AFWC) as soon as possible.**

The AFWC will collaborate with the FWE and the student to review the identified concerns, determine the severity of the deficiencies, and identify appropriate interventions to support student success while maintaining client safety.

Ongoing communication among the student, FWE, and AFWC is expected throughout the fieldwork experience. Students are encouraged to promptly communicate concerns or request assistance whenever challenges arise.

3. Remediation Plan

When appropriate, the AFWC, in collaboration with the FWE and student, may develop a written remediation plan.

The remediation plan may include, but is not limited to:

- Clearly identified areas requiring improvement.
- Specific behavioral or fieldwork performance expectations.
- Measurable goals and timelines.
- Required learning activities or assignments.
- Increased supervision or mentoring.
- Additional meetings with the academic fieldwork coordinator.
- Ongoing progress reviews.

Successful completion of a remediation plan does **not** guarantee successful completion of the Level II Fieldwork experience.

4. Removal from a Fieldwork Site

Based on the severity of the performance concerns and the recommendation of the FWE and AFWC, one or more of the following actions may occur:

- The student may continue the fieldwork experience under the conditions outlined in the remediation plan.
- The student may continue the fieldwork experience with no guarantee of successful completion if minimum performance expectations are not achieved.
- The student may be immediately removed from the fieldwork site when continued participation presents a risk to client safety, violates professional or ethical standards, or is otherwise determined to be inappropriate by the fieldwork site or OTA program.

Removal from a fieldwork site does **not** guarantee reassignment to another fieldwork placement.

5. Failure of Level II Fieldwork

Students who fail a Level II Fieldwork experience will receive a **No Pass (NP)** grade for the course.

Students are permitted to repeat only one Level II Fieldwork rotation during their enrollment in the COC OTA program. The repeat opportunity may apply to either the first or second Level II Fieldwork rotation; however, **only one repeat is permitted for the entire OTA program.**

Approval to repeat a Level II Fieldwork rotation is **not automatic** and is subject to:

- Approval by the program director and academic fieldwork coordinator.
- Successful completion of any required remediation activities.
- Availability of an appropriate fieldwork placement.
- Compliance with all OTA program policies and college registration requirements.

Any approved repeat Level II Fieldwork rotation must be successfully completed within one year following the completion of the didactic portion of the OTA program. Students who do not successfully complete the repeated Level II Fieldwork rotation within this timeframe will be **dismissed from the OTA program** and will not be eligible to graduate or receive the Associate of Science degree in Occupational Therapy Assistant.

Students who fail a repeated Level II Fieldwork rotation, fail to meet the conditions established in the remediation plan, or are not approved for a repeat fieldwork placement will be **dismissed from the OTA program** and will not be eligible to graduate.

TYPICAL PROGRESSION OF STUDENT RESPONSIBILITIES DURING LEVEL II FIELDWORK

The following schedule provides general expectations for student progression during each eight-week Level II Fieldwork experience. Actual responsibilities, client caseload, and learning opportunities will vary based on the practice setting, client population, facility policies, and the clinical judgment of the fieldwork educator. Students are expected to demonstrate continuous growth in clinical reasoning, professional behaviors, communication, documentation, and occupational therapy service delivery throughout the fieldwork experience.

Week 1 – Facility Orientation and Observation

Students are expected to:

- Complete all facility orientation requirements.
- Review facility policies, procedures, safety requirements, emergency procedures, HIPAA, infection prevention, and documentation systems.
- Become familiar with the facility's mission, occupational therapy services, client population, interdisciplinary team, equipment, treatment environments, and daily workflow.
- Observe occupational therapy evaluations, intervention sessions, documentation practices, team meetings, and client interactions.

- Demonstrate professional behaviors, punctuality, effective communication, and appropriate professional appearance.
- Begin developing therapeutic rapport with clients, caregivers, and members of the healthcare team.

Week 2 – Guided Participation

Students are expected to:

- Participate in selected components of the occupational therapy process under the direct supervision of the fieldwork educator.
- Assist with treatment preparation, intervention implementation, documentation, and client or caregiver education as appropriate.
- Participate in selected data collection activities consistent with the OTA role and facility policies.
- Demonstrate increasing independence with documentation, organization, communication, and professional behaviors.
- Participate in the **informal two-week performance review** with the fieldwork educator to discuss progress, strengths, and areas for improvement.

Week 3 – Increasing Fieldwork Participation

Students are expected to:

- Assume increased responsibility for assigned client care activities appropriate to demonstrated competency.
- Participate in intervention planning and implementation under supervision.
- Demonstrate improved clinical reasoning during intervention sessions.
- Complete documentation accurately, objectively, and within required timeframes.
- Participate in interdisciplinary communication, team meetings, and client or caregiver education as appropriate.
- Continue to develop effective time management and organizational skills.

Week 4 – Midterm Evaluation

Students are expected to:

- Demonstrate continued progression toward entry-level competency.
- Participate in intervention planning, implementation, documentation, and clinical decision-making appropriate to the OTA role.
- Complete the **AOTA Fieldwork Performance Evaluation (FWPE) Midterm Evaluation** with the fieldwork educator.
- Participate in the required **on-site midterm meeting** with the academic fieldwork coordinator, fieldwork educator, and student to review performance, discuss strengths, identify areas for improvement, address concerns, and develop a remediation plan if necessary.
- Continue expanding responsibilities based on demonstrated competency and the fieldwork educator's clinical judgment.

Week 5 – Expanded Fieldwork Responsibilities

Students are expected to:

- Demonstrate increasing independence in managing assigned client care responsibilities under appropriate supervision.
- Refine clinical reasoning, intervention planning, documentation, and professional communication skills.

- Demonstrate the ability to modify or grade interventions under the supervision of the occupational therapist based on client response and occupational performance.
- Participate in discharge planning, caregiver education, and interdisciplinary collaboration as appropriate.

Week 6 – Clinical Competency Development

Students are expected to:

- Demonstrate consistent professional behaviors and sound clinical judgment.
- Manage an increasingly complex workload appropriate to the practice setting and demonstrated competency.
- Participate in the **informal six-week progress review** with the fieldwork educator.
- Continue refining documentation, time management, intervention planning, and clinical reasoning.
- Identify personal strengths and areas requiring continued improvement before the final evaluation.

Week 7 – Entry-Level Performance Development

Students are expected to:

- Demonstrate performance approaching entry-level competency consistent with the expectations of the practice setting.
- Require decreasing levels of supervision while recognizing situations requiring consultation with the fieldwork educator.
- Demonstrate effective management of assigned responsibilities while maintaining safe, ethical, and client-centered practice.
- Continue active participation in interdisciplinary communication, client education, discharge planning, and documentation.

Week 8 – Final Evaluation and Fieldwork Completion

Students are expected to:

- Demonstrate entry-level competency consistent with the expectations of the fieldwork setting and the **AOTA Fieldwork Performance Evaluation (FWPE)**.
- Complete all required OTA program assignments, facility requirements, attendance records, weekly time sheets, and documentation.
- Participate in the **Final AOTA Fieldwork Performance Evaluation (FWPE)** with the fieldwork educator.
- Complete the **AOTA Student Evaluation of the Fieldwork Experience (SEFWE)**.
- Return all facility property, including identification badges, keys, access cards, electronic devices, and other issued materials.
- Complete all exit requirements established by the fieldwork site and the OTA program.
- Participate in final feedback with the fieldwork educator regarding professional growth, strengths, and recommendations for continued development.

LEVEL II EDUCATIONAL PROJECT (OPTIONAL, SITE-DETERMINED)

At the discretion of the fieldwork educator (FWE) and the assigned fieldwork site, students may be assigned a project that contributes to the educational mission of the facility and enhances the student's professional development. The project should be appropriate to the practice setting, available resources, and learning objectives of the fieldwork experience.

Examples of acceptable projects include, but are not limited to:

- Developing an evidence-based in-service presentation for staff, clients, caregivers, or students.
- Creating client or caregiver educational materials.
- Assisting with program development or quality improvement initiatives.
- Developing occupation-based treatment resources or activity materials.
- Completing an evidence-based case study or literature review relevant to the practice setting.
- Developing community resource information for clients and families.
- Assisting with patient education programs or group intervention materials.
- Creating clinical reference tools or treatment resources approved by the fieldwork educator.
- Participating in other educational or program development activities that support the goals of the facility.

The FWE will determine the scope, expectations, and due date of the project, if assigned. Any project completed during Level II Fieldwork remains the property of the clinical facility unless otherwise agreed upon by the facility and student.

LIABILITY INSURANCE

Liability and malpractice insurance is provided for students and for instructors employed by the college to protect the college against liability in case of an incident. A copy is provided for each clinical site or the headquarters of the corporation of which the site is a subsidiary when requested.

INCIDENT REPORTING

If a student feels it is unsafe or feels unprepared to provide a procedure, the matter should be discussed with the FWE immediately. Students are expected to use good body mechanics and request assistance as they feel is necessary to provide a safe environment. If a FWE wishes to instruct a student in a modality or procedure that the student has not learned in coursework prior to placement, the FWE assumes all responsibility for the safety of the student, patient, or patient simulator. Facility procedures for patient emergency situations should be followed at all times. Students are required to be informed of facility procedures during fieldwork orientation. The FWE and AFWC are to be notified immediately of any accident or incident involving the student or the patient. Proper documentation must be completed and submitted to the AFWC within 24 hours. The OTA program director will be notified immediately by the AFWC.

STUDENT GRIEVANCE DURING FIELDWORK EXPERIENCE

If a conflict or concern arises between the FWE and the student, the student is expected to follow the procedure below:

- Approach the fieldwork educator to attempt informal resolution of the grievance.
- Notify the academic fieldwork coordinator immediately of any grievance, whether or not it has been resolved with the fieldwork educator.
- If the grievance has not been resolved, the academic fieldwork coordinator will discuss the concern with the student and assist in development of a resolution.
- If through discussions with the fieldwork educator and guidance from the academic fieldwork coordinator, the grievance has still not been resolved, the facility's site coordinator of clinical education will be included if he or she is not already aware of the situation. The academic fieldwork coordinator will contact the site coordinator of clinical education.

- If discussions with the site coordinator of clinical education fail to satisfactorily resolve the grievance, the academic fieldwork coordinator will facilitate a resolution which may involve an on-site visit to discuss the grievance with the student, fieldwork educator and site coordinator of clinical education.

If informal resolution of grievances that arise during clinical experiences do not resolve the issue, students should take advantage of the procedures outlined in the **Student Grievance Policy for the OTA program (OTA Student Handbook, p. 42)**.

STUDENT COMPETENCE PRIOR TO FIELDWORK EXPERIENCE

The AFWC is responsible for determining each student's readiness for fieldwork experiences, with consultation from other members of the academic team. The student will either be placed or not placed in the clinic based on this assessment. Considerations used to determine sufficient competency for fieldwork placement include but are not limited to the following:

- Safety and competency on all covered skills as measured by skill checks and laboratory practical examinations
- Professional Behaviors status
- Academic GPA (must be 2.8 or higher)
- Clinical evaluations and performance from completed experiences

A Course Content Grid for psychomotor skills, including which ones are confirmed by program faculty and which ones are to be taught in the field by fieldwork faculty can be found in **Appendix B, page 58**. Students deemed not to be eligible for fieldwork placement are withdrawn from the OTA program per the **Progression Through the Technical Portion of the OTA Program** policy **(OTA Student Handbook, p. 40)**. They may be eligible to reenroll per the **Readmission to the OTA Program** procedure **(OTA Student Handbook, p. 42)**.

TECHNICAL STANDARDS (ESSENTIAL FUNCTIONS)

Students participating in Level I and Level II Fieldwork must continue to meet the **College of the Canyons Occupational Therapy Assistant (OTA) Program Technical Standards (Essential Functions)** throughout all clinical education experiences, with or without reasonable accommodation.

The complete Technical Standards are published in the **College of the Canyons OTA Student Handbook, Appendix B – Technical Standards (Essential Functions), page 58**, and the procedures for requesting academic accommodations are outlined in **Appendix C – Academic Accommodations, page 61**. Students are responsible for reviewing and complying with these requirements before participating in fieldwork.

The following summarizes the minimum technical standards required for successful participation in fieldwork.

Cognitive Ability

Students must demonstrate sufficient cognitive ability to:

- Collect, analyze, integrate, and apply information to support safe and effective occupational therapy services.
- Apply clinical reasoning, critical thinking, problem-solving, and sound professional judgment.
- Organize, prioritize, and complete multiple responsibilities in a timely manner.
- Maintain attention, concentration, and task completion throughout the clinical day.
- Follow written, verbal, and demonstrated directions accurately.
- Recognize changes in client status and respond appropriately within the OTA scope of practice.
- Maintain client safety while performing clinical responsibilities.

Communication Ability
Students must demonstrate effective communication skills sufficient to:

- Communicate professionally with clients, families, caregivers, fieldwork educators, faculty, and members of the interprofessional healthcare team.
- Establish and maintain therapeutic rapport with clients from diverse backgrounds.
- Communicate effectively using verbal, written, electronic, and nonverbal methods.
- Accurately complete clinical documentation.
- Recognize and appropriately respond to verbal and nonverbal communication.
- Modify communication strategies to meet the needs of individual clients.

Professional Behavior, Interpersonal, and Intrapersonal Skills
Students must demonstrate the ability to:

- Maintain professional behavior consistent with the AOTA Code of Ethics and OTA program policies.
- Demonstrate integrity, accountability, dependability, initiative, flexibility, and professional judgment.
- Maintain appropriate professional appearance and personal hygiene.
- Accept constructive feedback and incorporate recommendations into clinical performance.
- Work collaboratively with clients, families, caregivers, fieldwork educators, and members of the healthcare team.
- Demonstrate empathy, compassion, cultural humility, and respect for diversity.
- Maintain emotional stability and professionalism during stressful or rapidly changing clinical situations.

Visual Ability
Students must demonstrate sufficient visual ability to:

- Observe clients, caregivers, and the treatment environment.
- Recognize facial expressions, body language, and changes in client status.
- Read printed and electronic documentation, equipment settings, measurements, and medical records.
- Identify environmental hazards and monitor safe treatment performance.

Auditory Ability
Students must demonstrate sufficient hearing ability to:

- Hear conversational speech and verbal instructions.
- Detect alarms, emergency signals, and equipment sounds.
- Communicate effectively with clients and healthcare personnel.
- Recognize auditory cues requiring immediate response.

Tactile Ability
Students must demonstrate sufficient tactile ability to:

- Safely perform therapeutic interventions requiring touch.
- Palpate anatomical structures when appropriate.
- Recognize changes in skin temperature, edema, muscle tone, and other physical characteristics relevant to occupational therapy practice.

Olfactory Ability
Students must demonstrate sufficient olfactory ability to:

- Detect odors that may indicate infection, smoke, gas, chemicals, bodily fluids, or other conditions affecting client safety or the treatment environment.

Strength and Mobility
Students must demonstrate sufficient physical ability to:

- Safely assist clients with functional mobility, transfers, positioning, and therapeutic activities using appropriate body mechanics.
- Lift, carry, push, pull, and move equipment and supplies required for occupational therapy practice.
- Frequently lift and/or carry up to **50 pounds**, and assist with heavier loads using appropriate assistance when necessary.
- Walk, stand, sit, bend, kneel, crouch, squat, climb, reach, balance, and perform floor-level activities as required during clinical practice.

Motor Skills
Students must demonstrate sufficient gross and fine motor coordination to:

- Safely perform occupational therapy interventions.
- Manipulate therapeutic equipment and treatment materials.
- Write legibly and utilize computer technology for clinical documentation.
- Respond safely and efficiently during emergency situations.

Physical Endurance
Students must demonstrate sufficient physical endurance to:

- Perform clinical responsibilities throughout the assigned workday.
- Stand, walk, sit, and perform repetitive physical activities for extended periods.
- Meet the physical demands of the assigned fieldwork setting.

Environmental Tolerance
Students must demonstrate the ability to:

- Safely function in a variety of healthcare and community-based practice environments.
- Wear required personal protective equipment (PPE) when necessary.
- Follow standard precautions and infection prevention procedures.
- Safely tolerate routine exposure to healthcare environments, including cleaning agents, medications, latex, noise, odors, bodily fluids, temperature variations, and other environmental conditions encountered during fieldwork.

Technology Skills
Students must demonstrate the ability to:

- Utilize electronic health records and documentation systems.
- Use the college learning management system and required educational technologies.
- Communicate using secure electronic communication platforms.
- Complete required electronic documentation accurately and within established timeframes.

Academic Accommodations

Students requesting reasonable accommodations must follow the procedures outlined in the **College of the Canyons OTA Student Handbook, Appendix C – Academic Accommodations, page 61**, and work with the College's Academic Accommodations Center (AAC) before the start of fieldwork. Students are encouraged to notify the academic fieldwork coordinator as early as possible to facilitate communication with the assigned fieldwork site, when appropriate. The implementation of accommodations during fieldwork is subject to the essential functions of occupational therapy practice and the requirements of the clinical education setting.

APPENDIX A — PROFESSIONAL BEHAVIORS ASSESSMENT

GENERAL INSTRUCTIONS

Due at the midterm of semesters 1, 2, and 3 (Fall, Spring and Summer).

1. Read description and definitions of professional behaviors below.
2. Become familiar with behavioral criteria for each level.
3. Self-assess your performance. Highlight or underline the sample behaviors that you feel you have consistently performed.
4. Based on your self-assessment, complete the professional behaviors assessment below (p. 57). Rank each ability along the visual analog scale and provide a brief example of the highest sample behavior you have demonstrated.
5. Note:
    a. These criteria provide examples of behaviors required for competence at a given level.
    b. It is NOT necessary for a student to demonstrate all the criteria to be considered competent at a given level. However, if a behavior is not highlighted because it is a problem area, comments are required on the form.

Student: _____
NAME OF STUDENT (PLEASE PRINT)

Instructor: _____
NAME OF INSTRUCTOR (PLEASE PRINT)

DEFINITIONS OF BEHAVIORAL CRITERIA LEVELS

Beginning Level – behaviors consistent with a learner in the beginning of the professional phase of occupational therapy education and before the first significant internship

Intermediate Level – behaviors consistent with a learner after the first significant internship

Entry Level – behaviors consistent with a learner who has completed all didactic work and is able to independently manage an OTA caseload under the direction of an occupational therapist with consultation as needed from fieldwork instructors, co-workers and other health care professionals

Post-Entry Level – behaviors consistent with an autonomous practitioner beyond entry level.

Instructions: Highlight all behaviors that describe the student's performance

Behavior	Beginning Level	Intermediate Level	Entry Level	Post Entry Level
1. Critical Thinking	• Raises relevant questions • Considers all available information • Articulates ideas • Understands the scientific method • States the results of scientific literature but has not developed the consistent ability to critically appraise things • Recognizes holes in knowledge base • Demonstrates acceptance of limited knowledge and experience	• Feels challenged to examine ideas • Critically analyzes the basic elements of relevant literature and can discuss it with the supervising occupational therapist or occupational therapy assistant. • Seeks alternative ideas • Recognizes alternative hypotheses • Critiques hypotheses and ideas at a level consistent with the knowledge base of an OTA • Acknowledges presence of contradictions	• Distinguishes relevant from irrelevant patient data • Exhibits openness to contradictory ideas • Identifies appropriate measures and determines effectiveness of applied solutions efficiently with only confirmation by the occupational therapist or the occupational therapy assistant. • Justifies solutions selected within the plan of care established by the occupational therapist or the occupational therapy assistant.	• Weighs information value based on source and level of evidence • Identifies complex patterns of associations • Distinguishes when to think intuitively vs. analytically • Recognizes own biases and suspends judgmental thinking • Challenges others to think critically
2. Communication	• Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting • Recognizes impact of non-verbal communication in self and others • Recognizes the verbal and non-verbal characteristics that portray confidence • Utilizes electronic communication appropriately	• Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences • Restates, reflects and clarifies message(s) • Communicates collaboratively with both individuals and groups • Collects necessary information from all pertinent individuals in the patient/client management process • Provides effective education (verbal, non-verbal, written and electronic)	• Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups • Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing • Maintains open and constructive communication • Utilizes communication technology effectively and efficiently	• Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning • Effectively delivers messages capable of influencing patients, the community and society • Provides education locally, regionally and/or nationally • Mediates conflict
3. Problem Solving	• Recognizes problems • States problems clearly • Describes known solutions to problems • Identifies resources needed to develop solutions • Uses technology to search for and locate resources • Identifies possible solutions and probable outcomes	• Prioritizes problems • Identifies contributors to problems • Consults with others to clarify problems • Appropriately seeks input or guidance • Prioritizes resources (analysis and critique of resources) • Considers consequences of possible solutions	• Independently locates, prioritizes, and uses resources to solve problems • Accepts responsibility for and implements solutions within the plan of care established by the occupational therapist or the occupational therapy assistant. • Reassesses solutions • Evaluates outcomes • Modifies solutions permitted within the plan of care based on the outcome and current evidence	• Weighs advantages and disadvantages of a solution to a problem • Participates in formal quality assessment in work environment • Seeks solutions to community health-related problems • Considers second and third order effects of solutions chosen, including when the plan of care may not meet the needs of the patient or requires consultation with the supervising occupational therapist or the occupational therapy assistant.

Behavior	Beginning Level	Intermediate Level	Entry Level	Post Entry Level
4. Interpersonal Skills	• Maintains professional demeanor in all interactions • Demonstrates interest in patients as individuals • Communicates with others in a respectful and confident manner • Respects differences in personality, lifestyle and learning styles during interactions with all persons • Maintains confidentiality in all interactions • Recognizes the emotions and bias that one brings to all professional interactions	• Recognizes the non-verbal communication and emotions that others bring to professional interactions • Establishes trust • Seeks to gain input from others • Respects role of others • Accommodates differences in learning styles as appropriate	• Demonstrates active listening skills and reflects back to original concern to determine course of action • Responds effectively to unexpected situations • Demonstrates ability to build partnerships • Applies conflict management strategies when dealing with challenging interactions • Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them	• Establishes mentor relationships • Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction
5. Responsibility	• Demonstrates punctuality • Provides a safe and secure environment for patients • Assumes responsibility for actions • Follows through on commitments • Articulates limitations and readiness to learn • Abides by all policies of academic program and fieldwork facility	• Displays awareness of and sensitivity to diverse populations • Completes projects without prompting • Delegates tasks as needed • Collaborates with team members, patients, and families • Provides evidence-based patient care	• Educates patients as consumers of health care services • Encourages patient accountability • Directs patients to other health care professionals as needed • Acts as a patient advocate • Promotes evidence-based practice in health care settings • Accepts responsibility for implementing solutions as directed by the occupational therapist or the occupational therapy assistant. • Demonstrates accountability for all decisions and behaviors in academic and fieldwork settings	• Recognizes role as a leader • Encourages and displays leadership • Facilitates program development and modification in consultation with the occupational therapist or the occupational therapy assistant • Promotes fieldwork training for students and coworkers • Monitors and adapts to changes in the health care system • Promotes service to the community

Behavior	Beginning Level	Intermediate Level	Entry Level	Post Entry Level
6. Professionalism	• Abides by all aspects of the Student Conduct Code and the AOTA Code of Ethics for the Occupational Therapy Assistant • Demonstrates awareness of state licensure regulations • Projects professional image • Attends professional meetings • Demonstrates cultural/ generational awareness, ethical values, respect, and continuous regard for all classmates, academic and fieldwork faculty/staff, patients, families, and other healthcare providers	• Identifies positive professional role models within the academic and fieldwork settings • Acts on moral commitment during all academic and fieldwork activities • Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making • Discusses societal expectations of the profession	• Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice of the OTA • Provides patient/family centered care at all times as evidenced by provision of patient/ family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity • Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development • Utilizes evidence to guide fieldwork decision making and the provision of patient care, following guidelines for best practices • Discusses role of occupational therapy within the healthcare system and in population health • Demonstrates leadership in collaboration with both individuals and groups	• Actively promotes and advocates for the profession • Pursues leadership roles • Supports research • Participates in program development • Participates in education of the community • Demonstrates the ability to practice effectively in multiple settings • Acts as a fieldwork instructor • Advocates for the patient, the community and society
7. Use of Constructive Feedback	• Demonstrates active listening skills • Assesses own performance • Actively seeks feedback from appropriate sources • Demonstrates receptive behavior and positive attitude toward feedback • Incorporates specific feedback into behaviors • Maintains two-way communication without defensiveness	• Critiques own performance accurately • Responds effectively to constructive feedback • Utilizes feedback when establishing professional and patient related goals • Develops and implements a plan of action in response to feedback • Provides constructive and timely feedback	• Independently engages in a continual process of self-evaluation of skills, knowledge and abilities • Seeks feedback from patients/clients and peers/mentors • Readily integrates feedback provided from a variety of sources to improve skills, knowledge, and abilities • Uses multiple approaches when responding to feedback • Reconciles differences with sensitivity • Modifies feedback given to patients/clients according to their learning styles	• Engages in non-judgmental, constructive problem-solving discussions • Acts as conduit for feedback between multiple sources • Seeks feedback from a variety of sources to include students, supervises, peers, supervisors, patients • Utilizes feedback when analyzing and updating professional goals

Behavior	Beginning Level	Intermediate Level	Entry Level	Post Entry Level
8. Effective Use of Time and Resources	• Comes prepared for the day's activities/ responsibilities • Identifies resource limitations (i.e. information, time, experience) • Determines when and how much help/assistance is needed • Verbalizes productivity standards and identifies barriers to meeting productivity standards • Self-identifies and initiates learning opportunities during unscheduled time	• Utilizes effective methods of searching for evidence for practice decisions • Recognizes own resource contributions • Shares knowledge and collaborates with staff to utilize best current evidence • Discusses and implements strategies for meeting productivity standards • Identifies need for and seeks referrals to other disciplines	• Uses current best evidence in consultation with the occupational therapist or the occupational therapy assistant. • Collaborates with members of the team to maximize the impact of treatment available • Has the ability to set boundaries, negotiate, compromise, and set realistic expectations • Gathers data and effectively interprets and assimilates the data within the plan of care • Participates in discharge planning as appropriate • Adjusts plans, schedule etc. as patient needs and circumstances dictate • Meets productivity standards of facility while providing quality care and completing non-productive work activities	• Advances profession by contributing to the body of knowledge (outcomes, case studies, etc) • Seeks to apply best evidence available in consultation with the occupational therapist or the occupational therapy assistant and considering available resources and constraints • Organizes and prioritizes effectively • Prioritizes multiple demands and situations that arise on a given day • Mentors peers and student supervisees in increasing productivity and/or effectiveness without decrement in quality of care
9. Stress Management	• Recognizes own stressors • Recognizes distress or problems in others • Seeks assistance as needed • Maintains professional demeanor in all situations	• Actively employs stress management techniques • Reconciles inconsistencies in the educational process • Maintains balance between professional and personal life • Accepts constructive feedback and clarifies expectations • Establishes outlets to cope with stressors	• Demonstrates appropriate affective responses in all situations • Responds calmly to urgent situations with reflection and debriefing as needed • Prioritizes multiple commitments • Reconciles inconsistencies within professional, personal, and work/life environments • Demonstrates ability to defuse potential stressors with self and others	• Recognizes when problems are unsolvable • Assists others in recognizing and managing stressors • Demonstrates preventative approach to stress management • Establishes support networks for self and others • Offers solutions to the reduction of stress • Models work/life balance through health/wellness behaviors in professional and personal life

Behavior	Beginning Level	Intermediate Level	Entry Level	Post Entry Level
10. Commitment to Learning	• Prioritizes information needs • Analyzes and subdivides large questions into components • Identifies own learning needs based on previous experiences • Welcomes and/or seeks new learning opportunities • Seeks out professional literature • Plans and presents an in-service, research, or cases studies	• Researches and studies areas where own knowledge base is lacking in order to augment learning and practice • Applies new information and re-evaluates performance • Accepts that there may be more than one answer to a problem • Recognizes the need to and is able to verify solutions to problems • Reads articles critically and understands limits of application to professional practice	• Respectfully questions conventional wisdom • Formulates and re-evaluates position based on available evidence in consultation with the occupational therapist or the occupational therapy assistant. • Demonstrates confidence in discussing and sharing new information with all staff levels • Modifies programs and treatments within the plan of care established by the occupational therapist or the occupational therapy assistant based on newly learned skills and considerations • Consults with other health professionals and occupational therapist or the occupational therapy assistant for treatment ideas and discusses them with the occupational therapist or the occupational therapy assistant.	• Acts as a mentor not only to other OTAs, but to other health professionals • Utilizes mentors who have knowledge available to them • Continues to seek and review relevant literature • Works towards fieldwork specialty certifications • Seeks specialty training • Is committed to understanding the OTA's role in the health care environment today (e.g. wellness clinics, massage therapy, preventive medicine) • Pursues participation in fieldwork education as an educational opportunity

PROFESSIONAL BEHAVIORS SCORE SHEET

Student:_____ Rater:_____

Instructions: Assess each ability based on your assessment (highlighted areas of Professional Behavioral Criteria above). Examples are required to justify level marked. Please sign and date the assessment.

B = Beginning Level **I** = Intermediate Level **E** = Entry Level **PE** = Post-Entry Level

1. Critical Thinking_____ **B** **I** **E** **PE**_____

*Comments and Examples*_____

2. Communication_____ **B** **I** **E** **PE**_____

*Comments and Examples*_____

3. Problem Solving_____ **B** **I** **E** **PE**_____

*Comments and Examples*_____

4. Interpersonal Skills_____ **B** **I** **E** **PE**_____

*Comments and Examples*_____

5. Responsibility_____ **B** **I** **E** **PE**_____

*Comments and Examples*_____

6. Professionalism_____ **B** **I** **E** **PE**_____

*Comments and Examples*_____

7. Constructive Feedback_____ **B** **I** **E** **PE**_____

*Comments and Examples*_____

8. Time and Resources_____ **B** **I** **E** **PE**_____

*Comments and Examples*_____

9. Stress Management_____ **B** **I** **E** **PE**_____

*Comments and Examples*_____

10. Commitment to Learning_____ **B** **I** **E** **PE**_____

*Comments and Examples*_____

APPENDIX B — TECHNICAL STANDARDS (ESSENTIAL FUNCTIONS)

This list contains examples of technical standards that you must meet to satisfy OTA program student objectives and requirements. These are samples of essential functions needed to attend clinical experiences and ultimately to practice as an occupational therapy assistant. The purpose of this document is to notify you of these technical standards so that you may make an informed decision regarding your future or ongoing participation in the OTA program.

The delivery of safe, effective, and efficient occupational therapy services requires that you are able to perform the functions related to each technical standard. If you are unable to perform these required essential functions, you may pose a risk of harm to patients or yourself. Your inability to perform these functions may result in your being unable to meet course objectives and progress through the OTA program.

Technical Standard	*Description*	*Example*
Cognitive Ability	• Demonstrate critical thinking sufficient for collecting, analyzing, and integrating information to safely and accurately process instructions, promote positive patient outcomes, and for constant professional behavior • Exhibit ability to create, apply and/or adapt interventions within the plan of care established by the occupational therapist or the occupational therapy assistant Exhibit ability to organize and prioritize tasks • Exhibit awareness of, and ability to work with, diverse populations • Exhibit ability to function effectively under stress and time constraints • Exhibit ability to follow policies and procedures required in clinical and academic settings	• Perform measurements and calculations • Maintain focus and attention in class and fieldwork sessions • Interpret information from team members accurately • Solve problems in patient care. • Organize and prioritize multiple tasks; integrate and analyze written, verbal, and observed data regarding patient care • Discuss the rationale for, and comply with, HIPAA standards, especially confidentiality • Demonstrate the ability to assist accurately with all patient care duties and occupational therapy procedures • Follow a process from start to finish utilizing sequential established policies and procedures
Communication Ability	• Demonstrate ability to speak, read, comprehend, and write English at a level that meets the need for clear and effective communication with instructors, peers, coworkers, patients/families, and other health care providers	• Interact and establish rapport with individuals, families, and groups from diverse populations • Provide explanations and instructions • Comprehend written and verbal communication • Provide accurate, concise written and verbal reports • Interpret non-verbal communication accurately
Interpersonal/Intrapersonal Skills and Behavior	• Demonstrate emotional and psychological stability sufficient to function under stress and to adapt to ever changing situations • Demonstrate ability to maintain professional conduct and appearance, maintain patient confidentiality, and operate within the scope of practice of the OTA	• Demonstrate empathy for patients and peers, exhibit sensitivity to the needs of others, and treat all with dignity and respect • Maintain composure in fieldwork and didactic environments. • Demonstrate professionalism in classroom, lab, and fieldwork settings including but not limited to appropriate personal hygiene, timeliness, preparation, and concentration

Technical Standard	*Description*	*Example*
Visual Ability	• Demonstrate visual acuity sufficient to monitor and assess patient status and to read written, handwritten, and printed material	• Discern changes in skin or wound color and condition • Read numbers and letters in fine print, such as would appear on patient care equipment, in varying levels of light accurately
Auditory Ability	• Demonstrate hearing acuity sufficient to communicate and interact with patients, pharmacists, and other health care professionals • Demonstrate hearing acuity sufficient to successfully interact with fieldwork environment	• Detect high and low frequency sounds, such as faint voices, telephones, and monitor alarms • Hear conversations well enough to communicate with patients, peers, instructors, and other members of the health care team
Tactile Ability	• Demonstrate tactile ability sufficient for patient care including physical assessment and interventions	• Identify tremors, vibrations, edema, or skin changes in various body areas • Identify physical characteristics such as bony landmarks, muscles, and tendons • Palpate accurately carotid, radial, femoral, and pedal pulses
Olfactory Ability	• Demonstrate olfactory ability sufficient to assess patients and healthcare environment • Demonstrate olfactory ability sufficient to detect unusual odors/smells emanating from patients and/or the environment	• Detect malodorous or unusual odors from bodily fluids and wounds • Distinguish smells which contribute to assessing and/or maintaining the patient's health status and environment (fire, noxious fumes, etc.)
Strength and Mobility	• Demonstrate physical abilities and strength sufficient to perform clinical and emergency procedures • Demonstrate energy and vitality sufficient to interact with people of all ages and to help them accomplish their tasks • Demonstrate ability to freely walk, stand, sit, squat, balance, climb, reach, grip, lift, pull, and push as needed in the performance of fieldwork duties • Demonstrate ability to move in tight quarters • Demonstrate proper body mechanics • Demonstrate ability to stand for long periods of time • Demonstrate ability to move quickly to perform direct patient care	• Maintain balance in any position • Demonstrate ability to maneuver in small spaces (walk, stand, and bend over) while providing patient care • Quickly intervene for a patient's health and safety, including the ability to perform Cardiopulmonary Resuscitation (CPR), if needed • Demonstrate strength to position, lift, move, and transfer patients • Push or pull heavy objects such as occupied hospital beds and gurneys, physical agent units, and lift and move heavy equipment with assistance • Lift and/or carry up to 50 pounds frequently and safely and occasionally more than 50 pounds, in a fieldwork setting • Demonstrate ability to effectively use appropriate ergonomic techniques (good body mechanics) and manual handling • Move quickly when necessary

Technical Standard	*Description*	*Example*
Motor Skills	• Demonstrate gross and fine motor abilities sufficient to perform safe and effective patient care, as well as providing safe environments and responding to unexpected situations in a timely manner • Demonstrate physical ability sufficient to maneuver in small spaces (including standing, walking, bending, and range-of-motion of extremities)	• Maneuver patients' limbs • Manipulate small objects • Write legibly • Use electronic devices • Demonstrate keyboarding skills sufficient to complete data entry and/or fieldwork duties in a timely manner
Physical Endurance	• Demonstrate sufficient physical endurance to complete assigned periods, the required shift, and assigned tasks	• Work for eight hours or more • Sit or stand for long periods of time, including up to four hours
Environmental Tolerance	• Demonstrate ability to function safely in a typical fieldwork environment • Demonstrate awareness that the health care environment may contain latex and other allergens, including but not limited to medication (topical and ingestible), chemical, and mundane; tolerance of such allergens in the workplace must also be demonstrated • Demonstrate ability to wear personal protective equipment (PPE) for extended periods of time during patient care • Demonstrate ability to tolerate prolonged periods of time amidst artificial lighting, air conditioning, dust and odors, residue from cleaning products, noise, congested workplace, and bodily fluids • Demonstrate sensitivity and ability to protect self and others from environmental risks and hazards.	• Wear gloves, mask, protective eyewear and gown for extended periods of time during patient treatment, educational study, and labs • Perform universal precautions to work safely in an environment that includes respiratory and blood borne pathogens • Don and remove isolation garb

ADA, ADAA, 504, and CA Govt Code § 11135 (2024) Compliance

Nothing in these OTA Technical Standards should be read as a limitation on students' rights under the Americans with Disabilities Act (ADA) of 1990, ADA Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, and CA Govt Code § 11135 (2024), nor do these OTA Technical Standards limit reasonable accommodations (i.e., consistent with the aforementioned laws) written in Academic Accommodations Plans by the Academic Accommodations Center (AAC).

In keeping with applicable federal and state laws regarding disabilities and with our program philosophy, we are committed to making reasonable accommodations for individuals with disabilities to enable them to successfully complete their education and to perform the skills necessary to carry out the role of an entry-level occupational therapy assistant. There is an expectation that every student will be able to perform the essential functions required for entry-level occupational therapy assistants, with or without reasonable accommodations, while practicing safely, ethically, and in a legal manner. A reasonable accommodation is any reasonable modification of the institution's rules, policies or practices. This may include, but is not limited to, environmental adjustments (such as the removal of architectural or communicative barriers) or auxiliary aids and services. An accommodation is not reasonable if it would result in undue financial or administrative burdens, require a fundamental alteration to the vertical and horizontal integrity of the

occupational therapy program curriculum, violate accreditation requirements, or require the waiver of essential program requirements.

I certify by my signature below that I have read and understand the above Essential Functions required of me for selection into the College of the Canyons Occupational Therapy Assistant program. I believe to the best of my knowledge that I meet each of these standards with or without reasonable accommodation.

Name _____

NAME OF STUDENT (PLEASE PRINT)

Name _____ Date _____

SIGNATURE

APPENDIX C — STUDENT FIELDWORK ORIENTATION CHECKLIST

Student:_____

To verify completion, the fieldwork educator (FWE) should initial when a task is accomplished and email this form to the academic fieldwork coordinator (AFWC) when all orientation tasks have been completed.

_____ Ensure that the student has the appropriate ID badge(s) and parking permit for the fieldwork site

_____ Review fieldwork schedule (including weekend or evening coverage).

_____ Review meal schedule.

_____ Review the professional appearance and behavior standards of the facility.

_____ Review the organizational structure of the facility including Occupational Therapy or Rehabilitation Department.

_____ Tour of the facility.

_____ Review available supplies and equipment.

_____ Review facility Infection Control procedures.

_____ Review facility emergency procedures (Fire, Medical Emergency, Earthquake, etc.).

_____ Review Facility Clinical Education requirements and expectations.

_____ Discuss student learning preferences.

_____ Review facility documentation procedures and process.

_____ Review facility billing procedures and process.

Fieldwork Educator:_____Date: _____

When completed, please email this form to Romina Macias, AFWC: romina.macias@canyons.edu

APPENDIX D — PATIENT CONFIDENTIALITY AGREEMENT

Confidentiality, HIPAA, Artificial Intelligence (AI), and Social Media Acknowledgment

The College of the Canyons Occupational Therapy Assistant (OTA) program is committed to protecting the privacy, confidentiality, and security of all clients, students, employees, fieldwork partners, and affiliated healthcare organizations.

During all didactic coursework, laboratory experiences, Level I Fieldwork, and Level II Fieldwork, students may have access to confidential, proprietary, or protected information. Students are required to maintain confidentiality in accordance with the **Health Insurance Portability and Accountability Act (HIPAA)**, applicable federal and California laws, college policies, OTA program policies, and the policies of the assigned fieldwork site.

Confidential information includes, but is not limited to:

Client Information

- Medical records (paper or electronic)
- Occupational therapy evaluations, treatment plans, and documentation
- Laboratory, diagnostic, and imaging reports
- Insurance and billing information
- Client photographs, videos, and audio recordings
- Client names, dates of birth, addresses, telephone numbers, medical record numbers, or any other identifying information
- Verbal discussions regarding clients
- Observations made while clients are receiving services
- Information regarding family members or caregivers

Employee and Facility Information

- Personnel information
- Business records and proprietary information
- Internal policies and procedures
- Computer systems and passwords
- Financial information
- Quality improvement or peer review activities
- Any other non-public information belonging to the fieldwork facility or College of the Canyons

Student Acknowledgment

By signing below, I acknowledge and agree that:

1. I will maintain the privacy and confidentiality of all client, employee, student, and fieldwork facility information obtained during OTA program activities.
2. I understand that confidential information may only be accessed, discussed, or used for legitimate educational or fieldwork purposes and only with individuals who have an authorized need to know.
3. I will not disclose confidential information in public places, through personal conversations, telephone calls, text messages, email, social media, or any other form of communication.
4. I will safeguard all written, electronic, verbal, photographic, audio, video, and digital information obtained during my participation in the OTA program.

5. I understand that all protected health information (PHI) is confidential regardless of whether the information is verbal, written, electronic, photographic, or otherwise recorded.
6. I understand that clients have the right to privacy and confidentiality and that I will respect those rights at all times.
7. I understand that my obligation to maintain confidentiality continues after completion of my fieldwork experience, graduation from the OTA program, or termination of my enrollment.

Artificial Intelligence (AI) and Electronic Communication

I acknowledge that the use of Artificial Intelligence (AI) technologies during fieldwork education is subject to the College of the Canyons OTA program Artificial Intelligence Policy and all applicable HIPAA and fieldwork facility confidentiality requirements.

I understand that I shall **not**:

- Enter, upload, copy, paste, dictate, summarize, or otherwise transmit any protected health information (PHI), client-identifying information, clinical documentation, photographs, audio recordings, videos, medical records, or confidential facility information into any public or private Artificial Intelligence platform unless expressly authorized by the fieldwork facility and permitted by law.
- Use AI to generate clinical documentation, evaluations, treatment notes, billing documentation, or other clinical records unless specifically authorized by both the fieldwork site and OTA program faculty.
- Use AI in any manner that compromises client privacy, confidentiality, academic integrity, or professional ethics.

I understand that unauthorized disclosure of protected health information through an AI platform constitutes a violation of HIPAA, fieldwork facility policies, and OTA program policies and **may result in immediate removal from the fieldwork site, failure of the fieldwork course, dismissal from the OTA program, and potential civil or criminal penalties.**

Social Media Acknowledgment

I understand that I shall **not** post, upload, share, transmit, or discuss any information related to clients, fieldwork sites, healthcare personnel, or fieldwork experiences through social media or electronic communication in any manner that could identify a client, healthcare provider, or fieldwork facility.

This prohibition includes, but is not limited to:

- Facebook
- Instagram
- TikTok
- Snapchat
- X (formerly Twitter)
- LinkedIn
- Reddit
- YouTube
- Blogs
- Online discussion forums
- Messaging applications
- AI platforms
- Any other electronic communication platform

I will not photograph, video record, audio record, or otherwise capture images or information within a fieldwork facility unless specifically authorized by the facility for educational purposes.

Acknowledgment of Responsibility

I understand that failure to comply with this agreement, HIPAA, OTA program policies, college policies, or fieldwork facility policies may result in disciplinary action, including but not limited to:

- Removal from the fieldwork site;
- Failure of the Level I or Level II Fieldwork course;
- Referral through college disciplinary procedures;
- Dismissal from the College of the Canyons OTA program; and/or
- Civil or criminal penalties as provided by applicable law.

By signing below, I acknowledge that I have read, understand, and agree to comply with this Confidentiality, HIPAA, Artificial Intelligence (AI), and Social Media Acknowledgment.

Name _____

NAME OF STUDENT (PLEASE PRINT)

Name _____ Date _____

SIGNATURE OF STUDENT

APPENDIX E — ACKNOWLEDGMENT OF FIELDWORK REQUIREMENTS AND RESPONSIBILITIES

Student Name: _____ **Student ID:** _____
(PLEASE PRINT)

By initialing below, I acknowledge and agree to the following fieldwork expectations:

1. _____ I am responsible for my **own travel, meals, and related expenses** for fieldwork placements.
2. _____ Fieldwork sites may assign **additional learning activities** beyond college curriculum.
3. _____ Fieldwork sites have limited access to **academic, health, and conduct** records required for onboarding.
4. _____ I may be subject to **random or scheduled drug screening** at the fieldwork site's discretion.
5. _____ I must provide proof of **immunization** as required by fieldwork affiliates.
6. _____ I understand that clinical sites operate independently of the college and may require additional health screenings, documentation, or training not specified by the program. Fieldwork sites may also impose their own conduct and safety expectations, which I agree to follow as a condition of placement.
7. _____ If I am rejected or removed from a fieldwork site, **reassignment is not guaranteed**, particularly in cases involving background, conduct, or drug testing issues.
8. _____ I must successfully complete all required **fieldwork hours and objectives** to graduate.
9. _____ I understand that under **FERPA**, my student records are protected. I authorize the college to release **limited academic and conduct information** to fieldwork sites for educational placement purposes.
10. _____ I understand that any criminal conviction, including offenses that have been expunged or sealed, may limit my eligibility for licensure or fieldwork placement. I am aware that the California State Board of Pharmacy may deny licensure based on prior convictions, and that failure to secure a fieldwork site due to background issues may result in program dismissal.

Student Name (Printed): _____

Student Signature: _____ Date _____

APPENDIX F — FIELDWORK COMPLIANCE & PLACEMENT AGREEMENT

Student Name: _____ Student ID: _____
(PLEASE PRINT)

I acknowledge that if I fail to:

1. **Register (and pay fees) by the deadline, I will not be able to attend fieldwork rotation.**
2. **Meet the deadline for submission of all requirements (listed below) by the designated date, I will be dropped from the program.**

Submission Checklist: All documents listed below must be submitted by the assigned deadline to maintain eligibility for fieldwork placement:

1. Current Physical Examination
2. Current TB Test
3. Tdap Immunization (within the last 10 years)
4. Immunization Records and Positive Titers for:
5. Hepatitis B
6. MMR (Measles, Mumps, Rubella)
7. Varicella
8. Flu Shot for the current flu season, or flu waiver(Note: Waivers may not be accepted at all clinical sites)
9. COVID-19 Vaccination Record or declination form (Note: Waivers may not be accepted at all clinical sites. Vaccination is required at the majority of placements)
10. Current CPR Card for Healthcare Providers – BLS from the American Heart Association only
11. Current Fire Life Safety Card (L.A. City approved)
12. Proof of Professional Liability Insurance (Pharmacy Technology student coverage)
13. Clear Background Check and OIG/GSA clearance
14. Clear Drug Screening
15. Government-issued Photo ID (e.g., Driver's License)
16. Student ID Badge Submission

Print Name of Participant_____

Signature of Participant_____Date _____

APPENDIX G — ARTIFICIAL INTELLIGENCE (AI) GUIDELINES AND POLICY

Preamble

Artificial Intelligence (AI) is increasingly influencing higher education, healthcare, and the future workforce. AI can enhance learning when used appropriately, but it also presents challenges related to academic integrity, authenticity of student work, professional accountability, and the development of competencies essential for safe occupational therapy practice.

The OTA program believes AI should supplement—not supplant—student learning. AI is not a substitute for faculty instruction, independent learning, evidence-based practice, fieldwork reasoning, professional judgment, or ethical decision-making. Patient safety is the highest priority of the OTA program. Students must develop independent clinical reasoning, higher order thinking, critical thinking skills, ethical decision-making, and professional judgment necessary for safe practice.

This policy applies to all OTA courses, laboratories, simulations, and fieldwork experiences.

I. Guiding Principle

- AI is an educational support tool—not an educational replacement.
- Students remain responsible for all work submitted, all decisions made, and all competencies demonstrated.
- The use of AI never transfers responsibility from the student to the technology.

II. Educational Purpose of AI

- AI may support learning but may not replace independent learning, higher order thinking, critical thinking skills, clinical reasoning, evidence-based practice, or professional judgment.
- Students should first engage with lectures, textbooks, laboratories, and instructor-provided materials before seeking AI assistance.

III. Appropriate Uses of AI

- Clarifying course concepts after reviewing assigned materials.
- Reviewing medical, anatomical, occupational therapy, or healthcare terminology.
- Creating study guides, flashcards, practice quizzes, outlines, and concept maps.
- Improving grammar, spelling, and professional writing while maintaining original ideas.
- Brainstorming ideas before independently completing assignments.
- Creating study schedules and organizational tools.
- Generating fictional practice scenarios for learning only, not for submission.
- Preparing for laboratory demonstrations or practical examinations.
- Locating potential evidence-based resources as a starting point for independent research.
- Practicing professional communication such as emails or patient education scripts.
- Students must independently verify AI-generated information using course materials, peer-reviewed literature, instructor guidance, and evidence-based resources.

IV. Unacceptable Uses of AI

- Completing graded assignments, quizzes, examinations, laboratory practicals, competency check-offs, fieldwork assignments and evaluations, documentation, reflections, or discussion posts unless expressly authorized.

- Submitting AI-generated work as original work.
- Using AI to misrepresent competency or circumvent learning objectives.

V. Professional Responsibility and Patient Safety

- AI shall never replace professional judgment.
- Students must critically evaluate AI-generated information before applying it in academic or fieldwork contexts.
- Patient safety remains the overriding priority in all educational and fieldwork activities.

VI. Patient Confidentiality and Protection of Health Information

- Students shall never upload, enter, or disclose Protected Health Information (PHI), personally identifiable information, photographs, videos, clinical documentation, or confidential fieldwork information into public or non-approved AI platforms.
- Students must comply with HIPAA, college policies, OTA program policies, fieldwork site requirements, the AOTA Code of Ethics, and applicable laws.
- Unauthorized disclosure of PHI or confidential patient information is a serious breach of professional ethics and legal obligations.
- A student who violates HIPAA or improperly discloses PHI or confidential patient information through AI or another online platform is subject to dismissal from the OTA program, consistent with college policies and due process.

VII. Faculty Responsibilities

- Faculty will communicate assignment expectations regarding AI use.
- Faculty will foster AI literacy, evidence-based practice, higher-order thinking, and critical thinking skills.
- Faculty may require students to explain or defend submitted work to verify independent understanding.

VIII. Student Responsibilities

- Complete and submit original work.
- Independently verify AI-generated information.
- Exercise independent fieldwork reasoning and professional judgment.
- Disclose and properly cite all AI use using the current APA style unless otherwise directed by the instructor. Failure to disclose AI use may constitute plagiarism, academic dishonesty, and unprofessional conduct.
- Follow instructor expectations and seek clarification when uncertain.
- Protect patient confidentiality.
- Accept full responsibility for all submitted work.

IX. Academic Integrity

- Unauthorized AI use may constitute plagiarism, cheating, falsification, or unprofessional conduct under college policies.
- Students are expected to comply with all academic integrity requirements.

X. Enforcement and Disciplinary Actions

- First offense: counseling, documentation, remediation, and assignment sanctions for unauthorized AI use on homework, discussions, reflections, or similar coursework.

- Second offense: documentation, professionalism remediation, referral through college processes, assessment or course sanctions, and/or OTA program probation for repeated violations or unauthorized AI use on case studies, papers, presentations, or laboratory assignments.
- Third offense: repeated violations will result in referral for dismissal from the OTA program consistent with college policies and due process.
- Immediate referral for dismissal may occur for unauthorized AI use during quizzes, examinations, midterms, finals, laboratory practicals, competency check-offs, fieldwork competency assessments, fabrication of patient records, HIPAA violations, disclosure of PHI, or any AI-related misconduct that compromises patient safety or professional ethics.

XI. Alignment with Professional Standards

- The OTA program supports responsible AI use consistent with guidance from the American Occupational Therapy Association (AOTA). AI should enhance education and practice but never replace professional judgment. Students are expected to critically evaluate AI-generated information and ensure it is evidence-based and ethically applied.

XII. Program Commitment

- The OTA program embraces technological innovation while maintaining rigorous academic integrity and professional standards.
- Graduates are expected to demonstrate independent clinical reasoning, higher order thinking, critical thinking skills, ethical decision-making, evidence-based practice, and professional accountability.
- AI is a supplemental educational resource and cannot replace the knowledge, judgment, and competencies required for safe occupational therapy practice.

I agree to comply with the OTA program AI guidelines and policy.

Name _____
NAME OF STUDENT (PLEASE PRINT)

Name _____ Date _____
SIGNATURE OF STUDENT

ACKNOWLEDGMENT OF OTA FIELDWORK HANDBOOK RECEIPT

I have received a copy of the College of the Canyons Occupational Therapy Assistant Fieldwork Handbook which contains policies, rules and regulations of the Occupational Therapy Assistant program. They have been discussed and explained to me to my satisfaction by representative(s) of the college.

I also understand that in addition to the regulations contained in this handbook that I must abide by all regulations and guidelines contained within the college catalog, available on the college website.

My signature below acknowledges my receipt of the Fieldwork Handbook and my responsibility to abide by the rules and regulations it contains.

Name _____
NAME OF STUDENT (PLEASE PRINT)

Name _____ Date _____
SIGNATURE



OCCUPATIONAL THERAPY ASSISTANT PROGRAM

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